



CANADIAN CADET ORGANIZATIONS



PHASE 3 HANDBOOK



CCO Reference Manual

(A guided handbook for PHASE 3 Cadets)

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Participate in 4.5 Hours of community service:

ACTIVITY:
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EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER

IMPORTANCE - It is important for cadets to define the role of a team leader so they understand how and where they fit within the leadership team model and within the leadership team at the corps. Being aware of the core leadership competencies, and the expectations within each of the competencies, may assist the cadets' developing leadership abilities while adapting to their developing role as a leader in their corps.

LEADERSHIP TEAM MODEL

Although leadership is usually thought of as an individual pursuit, in the Cadet Program, leadership is based on a team model.

During year one, the cadet is expected to be a follower/team member. During year two, the cadet becomes a peer leader. In years three and four, the cadet moves up the model to become a team leader. In years five and beyond, the cadet becomes an activity leader. The final level of the model is populated by the corps staff, who act as the activity managers. As each cadet moves through the leadership team model, there are increased expectations of the cadet. Accordingly, there will be an increase in the cadet's leadership responsibilities. Within the leadership team model, communication moves across each level, and up and down each level. Within this model, cadets on every level should be mentored by someone in the level above.

THE LEADERSHIP TEAM MODEL



CORE LEADERSHIP COMPETENCIES

To become an effective and capable leader in the Cadet Program, there are six areas where knowledge and skills should be demonstrated. These areas are called core leadership competencies. They include:

- intrapersonal management,
- interpersonal management,
- teamwork,
- effective communication,
- applied leadership, and
- mentorship.

COMPONENTS OF INTRAPERSONAL MANAGEMENT

Intrapersonal management is how cadets maintain control of themselves. There are five parts to intrapersonal management:

Identifying and Satisfying Personal Needs.

Cadets should distinguish and accept responsibility for fulfilling their personal needs. Some examples of personal needs include filling basic needs like food and water, feeling safe, feeling like they belong, and having self-confidence. Once cadets know what needs they have, they should work toward satisfying them.

Exercising Self-Control.

Cadets should practice self-restraint. It may be difficult but cadets should try not get too upset by situations in which they have no control. When cadets become irate or lose their temper, they give the power in the situation to someone else. If cadets keep their cool, better decisions are usually made.

Exercising Self-Management.

Cadets should take charge of their own lives. Cadets need to be organized and direct themselves. Becoming independent (e.g., being punctual, being dressed correctly, etc.) is a natural part of becoming an adult.

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Pursuing Self-Improvement.

Cadets should strive for self-improvement. Always trying to be better than one was yesterday is a worthwhile goal. Whether one is a better cadet, better at school or a better friend, one should always strive for excellence.

Establishing a Positive Identity.

Cadets should gain self-esteem. It is important to be proud of one's accomplishments. Knowing that one is a person that others look up to and want to spend time with, should make one feel proud of oneself.

COMPONENTS OF INTERPERSONAL MANAGEMENT

Interpersonal management is how cadets behave and get along with others. There are three parts of interpersonal management:

Interacting Positively Within the Cadet Community.

Cadets should work together with staff, parents, volunteers, etc. in a respectful and helpful manner.

Interacting Positively With Others.

Cadets should build positive social relationships by being supportive and encouraging while interacting with other cadets.

Dealing With Interpersonal Conflict in a Respectful Way.

Cadets should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a "win-win" outcome is achieved.

COMPONENTS OF TEAMWORK

Teamwork is how cadets create effective and efficient action in a group of people. There are three parts of teamwork:

Participating in the Stages of Team Development.

Cadets should take part in the stages of team development. The stages are forming, storming, norming, performing and adjourning.

Displaying Positive Team Dynamics.

Cadets should demonstrate positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.

Participating in Team-Building Activities.

Cadets should take part in team-building activities. These activities will build positive team dynamics and they allow cadets to practice leadership skills.

COMPONENTS OF EFFECTIVE COMMUNICATION

Effective communication is how cadets relay information successfully. There are three parts of effective communication:

Receiving Information.

Cadets should be given or obtain instructions or facts. This information may be received verbally or in writing.

Interpreting Information.

Cadets should comprehend the instructions or facts. To interpret information correctly, questions may be asked to the deliverer of the information to ensure clarity.

Responding to Information.

Cadets should react to the instructions or facts. Responding to information may include passing on information to others, solving problems, etc.

COMPONENTS OF APPLIED LEADERSHIP

Applied leadership is how cadets practice influencing and managing others. There are six parts of applied leadership:

Setting an Example for Others to Follow.

Cadets should establish themselves as a model for others. If cadets set an example in the core leadership competencies, others will want to imitate them.

Participating in Leadership Assignments.

Cadets will take part in given tasks or jobs. This gives cadets chances to practice influencing and managing others. Some of these tasks or jobs will be evaluated by the staff and some will not be evaluated. Cadets should practice reflection and self-assessment after leading each assignment.

Conducting the Leadership Assignment While Supervising the Team.

Cadets will observe and guide a team while the leadership assignment is taking place. Supervising others is one of the responsibilities of a leader. Cadets will ensure the leadership assignment is conducted in a safe manner and completed as instructed by the staff.

Leading Team-Building Activities.

Cadets should direct team-building or creative games. This gives cadets chances to practice influencing and managing others. Again, cadets should practice reflection and self-assessment after leading team-building activities.

Debriefing the Team.

Cadets should review and discuss with the team the completion and outcome of a leadership assignment or a team-building activity. Cadets should practice effective communication while speaking to the team.

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Presenting an After-Assignment Report to Their Leader.

Cadets should review and discuss with their leader/supervisor the completion and outcome of a leadership assignment or a team-building activity. Cadets should practice effective communication while speaking to their leader/supervisor.

COMPONENTS OF MENTORSHIP

Mentorship is how cadets participate in a professional association between two people that focuses on self development. There are two parts to mentorship:

The Role of a Cadet Being Mentored.

Cadets will assume the role of a cadet being mentored. This is the trainee in the relationship. Cadets being mentored should enhance their knowledge and skills of leadership. Learning from the mentor's example will be an important element of the mentoring relationship.

The Role of a Mentor.

Cadets will assume the role of a mentor. This is the advisor/guide in the relationship. Cadets mentoring should enhance their leadership abilities, coaching skills and communication skills. As a mentor, cadets may see things from a different perspective than the cadet being mentored.

PHASE THREE TEAM LEADER OPPORTUNITIES

In year three, cadets will have team leader opportunities. These include:

Performing the Role of a Mentor.

Performing the role of a mentor may be as simple as partnering up with a year one cadet. This buddy system may help the year one cadet gain skills and knowledge about the corps and should assist the year three cadet in their leadership and communication skills.

Completing a Leadership Assignment.

Each year three cadet will be given occasions in which they will complete a leadership assignment. These assignments may include classroom set ups, ensuring building clean up, or assisting with a sailing day. Some of the leadership assignments will be evaluated by the staff.

CLOSING STATEMENT - Cadets should know and understand their role within the leadership team at the corps. When cadets know what is expected of them it is much easier for them to set and reach their goals. Higher expectations lead to greater results. Being aware of the core leadership competencies and the components for each may assist the cadets' developing leadership abilities while adapting to their developing role as a leader in their corps.

EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP

IMPORTANCE - It is important for cadets to participate in a mentoring relationship to assist in the development of their leadership abilities. The mentoring relationship expands leadership knowledge and skills of participants, enhances communication skills, resolves conflict and promotes constructive feedback, and should aid in the leadership development of all cadets.

THE MENTORING RELATIONSHIP

A mentoring relationship is a professional association between two people that focuses on self-development. One is the mentor; the other is the cadet being mentored. The mentor is the experienced and trusted advisor or guide; however, both individuals are expected to learn from the relationship.

Recognizing the Purpose of a Mentoring Relationship

The purpose of the mentoring relationship is to share experiences between the mentor and the cadet being mentored, so the cadet being mentored is better prepared to move forward through the program with knowledge and confidence.

Identifying the Benefits of Participating in a Mentoring Relationship

The benefits of participating in a mentoring relationship are numerous. The basic benefit for a cadet being mentored is to show growth in skills and become a more independent and effective cadet. The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than the cadet would have without a mentor.

Contributing to a Mentoring Match

Contributing to a mentoring match means that both the mentor and the one being mentored will have some say with whom they are matched. The mentoring relationship is based on trust; ensure a long-term and valuable connection can be made with the person you choose.

Being Open to New Things

For a mentoring relationship to be successful, both individuals must be willing to try new things. Expanding your horizons and increasing your knowledge are foundations of the mentoring relationship. Being receptive to new ideas and experiences takes courage.

Being Responsive to Suggestions and Constructive Criticism

The cadet being mentored should be responsive to suggestions made by the mentor. The mentor should use constructive criticism and will attempt to provide feedback that will assist the cadet being mentored. This may include feedback that is positive in nature or feedback that assists in finding solutions for poor performance. The task of the cadet being mentored is to be receptive to recommendations being made.

Providing Feedback to the Mentor

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Mentoring is a two-way relationship, so it is important that the cadet being mentored provides feedback to the mentor. This feedback should be based on feelings, both positive and negative, and observations. If the cadet being mentored does not express their feelings to their mentor about the relationship, then progress may be hindered.

Learning From the Mentor's Example

It is up to the mentor to set an example that the cadet being mentored would want to emulate. This example should be in all facets of the program (e.g., drill, dress, deportment, leadership, academics, etc.). The cadet being mentored should learn not only from the mentor's successes but from the mentor's failures.

Participating in Mentoring Activities

To get the most benefit from a mentoring relationship, the cadet being mentored must be prepared to participate in some mentoring activities. These activities may include reflection, self-assessment, and discussions about successes, problems and failures. The mentor must also be prepared for each mentoring session. They need to have an agenda of what will be discussed and ensure that the discussions stay on track.

Appreciating the Mentoring Relationship

An effective mentoring relationship must be respected by both people involved. Each person should have a high regard for the other in the relationship. Appreciating the other person for their effort, time and accomplishments will ensure a long-lasting and mutually beneficial partnership.

CLOSING STATEMENT - Being mentored and mentoring others is one way to enhance skills and knowledge of leadership. The mentoring relationship develops trust and trust is the foundation of leadership. Using self-reflection, self-assessment, and recording in a journal are excellent methods to track advancement through the Cadet Program.

EO M303.03 – PRACTICE SELF-ASSESSMENT

IMPORTANCE - It is important for cadets to practice self-assessment as it is an excellent method to identify areas for self improvement and assessment for learning. Self-assessment is a cornerstone of assessment for learning. It enables cadets and staff to ensure individual and program/organizational goals are being met.

DEFINE REFLECTION AND SELF-ASSESSMENT

Reflection. Long and careful consideration. Reflection can take place at any time and does not necessarily have to be about oneself. Usually reflection takes place directly after an action is taken.

Self-Assessment. Assessment or evaluation of oneself, or one's actions, attitudes or performance. In order to perform self-assessment correctly, reflection about oneself must take place before the self-assessment.

CLOSING STATEMENT - Self-assessment is one method to help improve leadership skills. Regular practice of reflection and self-assessment will assist the cadet in measuring and tracking improvement of skills and knowledge. Self-assessment also helps cadets set, strive for and maintain goals.

EO M303.04 – COMMUNICATE AS A TEAM LEADER

IMPORTANCE - It is important for cadets to understand the process of communication. People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. After understanding ways to communicate, cadets must become familiar with the process of communication and when and how to use it. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others.

Every form of communication must have a sender and a receiver.

VERBAL COMMUNICATION

When individuals speak to each other, verbal communication is being used. Much of what a person receives from a conversation is picked up through words. Verbal communications are used during conversations, meetings, interviews, speeches and more.

NON-VERBAL COMMUNICATION

When individuals communicate, body language and gestures are very useful. Body language and gestures act as communication shortcuts that convey messages previously learned by both the sender and the receiver.

Written communications such as memos and e-mail are considered non-verbal communications. Written communications are used in the cadet organization because they are accessible and usually permanent.

THE DEFINITION OF HEARING

Oxford dictionary defines "hear" as:

- perceive (sound, etc.) with the ear;
- listen to as a member of an audience; and
- be told or informed.

Hearing occurs naturally everyday, whether a person wishes to hear or not.

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THE DEFINITION OF LISTENING

Oxford dictionary defines "listen" as:

- to make an effort to hear something;
- pay attention to; and
- give attention with the ear.

When a person listens, they are making an effort to hear something. In order to listen effectively, the listener must pay attention to the person who is speaking.

ACTIVE LISTENING

Active listening is difficult because it demands that the listener put aside any internal reactions and turn their attention to the speaker without judging what is being said. By withholding judgment, a person communicates respect by acknowledging that the other person is important and deserves to be heard and understood. Active listening encourages people to talk about facts and feelings without a risk of being put down. The goal of active listening is not only to hear what the speaker is saying but also to allow them to focus on themselves so that they can accurately communicate how they feel. There are many situations in which active listening can be used and practiced.

Active Non-Listening	Active Listening
Give the other person your version.	Repeat conversationally back to them, in your own words, your understanding of the meaning.
Give your own opinions and advice. Talk about yourself at every point.	Do not talk about yourself.
Introduce new topics to get off the subject if it is uncomfortable.	Let the speaker take the lead. Encourage them back to the issue when they digress. Do not allow the person to drift to a less significant topic because they feel that you do not understand.
Think of what you are going to say next while the speaker is talking.	Concentrate fully on what the person is saying.
Do not let the speaker know if you do not know what they are talking about.	Ask for clarification when you do not understand.
Reassure by saying "It's not that bad" or talk them out of it.	Let them come to their own answer since your answer may not be theirs. Do not offer advice.
Agree with generalizations such as "Yes, it's hopeless" or "There's nothing you can do."	Let them find their answer. Reflect back to them so that they know you understand but also so they can hear and understand themselves.
Dismiss their feelings by saying things such as "You'll feel better tomorrow" or "It's not the end of the world."	Support their feelings by saying things such as "You feel hopeless about it right now" or "You can't find anything that will fix it yet."
Fill silences.	Allow silences.

POOR LISTENING HABITS

People often need to feel heard before they can hear. When listening, focus on the speaker. Affirmative listening (nodding and giving quick answers) shows the speaker that the listener is paying attention, consequently encouraging them to continue communicating. Care should be taken to maintain focus and concentration when having a conversation. The following are some examples of poor listening habits:

- formulating replies while the other person is speaking;
- letting the mind wander;
- tuning out a point of view that differs from the listener's preconceived ideas;
- interrupting speakers;
- finishing a speaker's sentence for them;
- talking while other people are speaking;
- jumping to conclusions; and
- hearing only what the listener wants to hear or expects to hear or assuming what will be said.

THE IMPACT THAT LISTENING AND HEARING HAVE ON COMMUNICATION

Noises are easy to hear but because a person can hear what is happening, does it mean that they are listening? Sometimes the listener must stop the person who is talking and ask them to start over. It is possible to hear a person speak but have no idea what they are saying.

In order to communicate effectively, it is vital that those who are receiving the information are listening; a speaker must have the attention and focus of the listeners. Listeners should involve themselves in communication physically, mentally and verbally. Using body language will help keep the attention of listeners. Those listening should focus their attention solely on the speaker. If the topic

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is important, a good way to stay focused is to take notes. When the speaker is finished, ask questions to make sure the message you received is right.

PROCESS OF COMMUNICATION

Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others. Giving careful thought, not only to what people want to express but also to how they want to express it, is an important part of communication. Communication involves a complex interaction of habits, attitudes, knowledge, information and bias.

The process of communication consists of three steps:

1. receiving;
2. interpreting; and
3. responding.

Receiving Information

Receiving a message will depend directly on what information was sent by the sender and how it was sent. When receiving, listening is of the utmost importance. Messages may be simple or complex. When receiving a complex message, the receiver must be prepared to write down important information. If there is a lack of understanding or any confusion, the receiver should ask questions.

Interpreting Information

After a message has been received, it must be reflected on and interpreted. Simple messages may not require much interpretation. Receivers of a message will translate what they heard based on their own set of definitions, which may differ greatly from those of the sender.

Responding Information

A response will let the sender know that the message has been received and interpreted and is now being acted on. The response may be to the sender or it may be to another person or a group to act on the message. When responding, being able to communicate what was interpreted from the message is important.

BARRIERS TO COMMUNICATION

When sending a message, the sender must understand that there are barriers to communication—ways in which communicating can lead to misinterpretation. In order to communicate effectively, these barriers must be overcome or managed. Keep in mind that the real communication is the message others receive, not the message intended.

When the receiver has to overcome barriers to communication, there may be effects such as:

- defensiveness, confusion, resistance and resentment;
- dependency on others to explain and inform;
- withdrawal from conversations;
- feelings of defeat or inadequacy; or
- decreased likelihood of problem solving.

Barriers to communication can be divided into three categories: intrapersonal factors, distraction factors and delivery factors.

Intrapersonal Factors

The following barriers to communication are intrapersonal factors:

- **Stress.** When feeling the effects of stress, both the sender and the receiver may easily lose focus of the goal of the message. When experiencing stress, it may be difficult for a person to concentrate on messages.
- **Emotion.** When the sender of a message has high emotion, such as worry, fear or even excitement, the intent of the message may be lost. When the receiver has strong, negative emotions about the sender or disagrees with the message, interpreting may be difficult.
- **Misinterpretation.** The meaning of the message may be misinterpreted by the receiver. Sometimes a word can mean two different things and different words have different meanings for different people. When the sender uses complex words, they must ensure that the receiver is capable of understanding them. Be aware that a person may use a particular word in a different way than others understand it.
- **Poor Listening Habits.** When the receiver has poor listening habits, the meaning and intent of the message may be lost. It is important for the sender to look for cues to make sure that receivers are listening and paying attention.
- **Closed-Mindedness.** People sometimes only hear what they want to hear. When new ideas or change are brought to a situation, some people may have a difficult time accepting the message.
- **Prejudice.** Prejudice can occur between the sender and receiver. When the ability to understand is questioned or the intent is misjudged due to preconceived opinions, the effectiveness of the message may be weakened.

Distraction Factors

The following barriers to communication are distraction factors:

- **Visual.** When sending or receiving a message, it is easy to become distracted by sights in the area. Even when the participants seem extremely focused, seeing something out of the corner of the eye can distract and confuse them.
- **Auditory.** Noise is also a distraction when sending or receiving a message. When noise occurs, participants can become distracted and confused. The sender may have to stop sending the message, wait for the noise to stop and then begin to send again. It is important that the receivers have an environment free of distractions.

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Delivery

The following barriers to communication are delivery factors:

- **Language.** The language a person speaks may have a significant affect on the effectiveness of a message. Trying to understand a message that is being sent in another language is extremely difficult. Also, when a person uses complex wording to explain a concept, meaning can be lost. Using simple language to explain concepts will ensure that everyone understands the message and will avoid possible confusion.
- **Mixed Messages.** Mixed messages occur when the sender sends a variety of messages, all indicating different ideas or meanings. Mixed messages may be interpreted through body language and tone of voice used by the sender. If the receiver interprets mixed messages, the intent of the message may become lost.
- **Overload.** When bombarded with information, understanding a message is difficult. When given extra information, the receiver has to sort through and pick out the key pieces. Being overloaded may cause a person to hear only part of a message or distort a message. As a sender, only send the information that the receiver needs to know.

CLOSING STATEMENT - People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. Communication skills are a fundamental part of leadership because they permit the flow of ideas from you to another person or to a group, and vice versa. Communication skills will increase with experience which is why you should take every opportunity to communicate with others.

EO M303.05 – SUPERVISE CADETS

IMPORTANCE - It is important for cadets to understand the purpose of supervision and how to supervise because effective supervision is a fundamental element of becoming a leader. Phase Three cadets will be expected to supervise their teams while conducting leadership assignments.

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

To Provide Protection. Supervision ensures the safety and well-being of personnel.

To Provide Support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If cadets are not practicing intrapersonal management, interpersonal management, teamwork and effective communication, the supervisor must act on the situation.

To Provide Quality Assurance. Supervision ensures the outcomes of a task meet expectations for that task. If cadets are not meeting their responsibilities in completing the task, the supervisor must act on the situation.

HOW TO SUPERVISE

As team leaders, cadets will be expected to supervise others. Supervision takes place during the entire task, not just at the beginning or end of the task. Although each situation where supervision takes place is unique, there are some basic responsibilities that must be fulfilled. Team leaders shall meet these responsibilities by:

Ensuring Safety. Ensuring that every situation in the Cadet Program is carried out in a safe manner is the primary concern of all members involved.

Ensuring the Well-Being of Cadets. The welfare of cadets within the Cadet Program is a primary concern in the execution of all training and administrative tasks.

Encouraging Cadets. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.

Adjusting Responsibilities as Required. Being able to adjust a cadet's responsibilities during tasks is important. Cadets with experience may need less supervision and may be given extra responsibilities.

Maintaining Control of Cadets. Keep cadets on task while they are producing satisfactory work. An effective supervisor will be able to keep cadets focused.

Correcting Errors as Required. If mistakes are made, effective supervisors will communicate this. They will revise what and how it needs to be done and remedy errors.

Reporting Misconduct as Required. When cadets behave in a manner that is inconsistent with the core leadership qualities of a cadet, these behaviours should be reported up the chain of command.

Ensuring Completion of Responsibilities Assigned to Cadets as Required. When supervisors delegate or assign tasks to others, it is the supervisor's responsibility to ensure all delegated tasks are completed.

CLOSING STATEMENT - Successful supervisors are usually successful leaders. Supervisors safeguard others, encourage others, and empower others to use their skills, expertise and ideas to produce results.

EO M303.06 – SOLVE PROBLEMS

IMPORTANCE - One important skill that a team leader must have is the ability to solve problems. As cadets become team leaders, they will use this skill more often. Cadets have a greater chance of success in solving problems if they have a variety of problem-solving methods from which to choose.

LOGICAL ANALYSIS

The eight steps in logical analysis were taught in the previous year. They are:

1. confirming the task;
2. identifying the problem;
3. determining the critical factor;
4. developing alternative solutions;
5. comparing alternative solutions;
6. determining the best solution;
7. implementing the solution; and
8. evaluating the plan and the implementation.

IRISE

The IRISE method of problem solving was developed for adolescents.

IRISE is an acronym. The IRISE method of problem solving has five steps. They are:

1. Identifying the Problem. To be able to solve a problem, cadets must understand what the problem really is. If the problem is not clearly identified, a problem may be solved but it may not be the "real" problem. Questions that should be asked in step one include:

- What do we wish to accomplish?
- How much time will we need?
- What resources do we have?
- What resources do we need?

2. Researching all of the Options. This step involves "brainstorming" options to solve the problem. Cadets will have to research each option. Some options will need to be discussed outside the team and some options will need to be critically and methodically investigated. There will be some options which will solve the problem easily and some options will be more difficult. Some questions may need to be asked, such as:

- Which option is the simplest?
- Which option is the safest?
- What is the worst possible outcome?
- Which option is the most flexible?
- Which option uses available resources in the most economical manner?

3. Identifying the Consequences of the Options. Each option will have consequences. Ensuring the cadets know what the consequences may be before putting a decision into action, may help to eliminate options with undesirable consequences. There may be consequences to options that will not be known, but these should be very limited.

4. Selecting the Most Appropriate Option. This is the step where the option is selected and implemented. Once an option is selected, a plan for implementation should be created. It is now time to put the plan into action.

5. Evaluating the Decision. Once the plan is implemented, evaluate the decision. Examine the implementation of the option and the needs that may not have been anticipated. Questions may include:

- Was the option a good one?
- Was the plan to implement the option a success?
- What can we do to improve the plan or the implementation for the next time?
- What lessons were learned?

TEACH

The TEACH method of problem solving was developed for a team approach. The TEACH method of problem solving is another situation where positive team dynamics should be displayed.

TEACH is an acronym. The TEACH method of problem solving has five steps. They are:

1. Time. This first step involves spending time to discover the real issue or problem. With the assistance of the team the "real" problem must be identified. Questions that should be asked in the "time" step should be the same as the identifying the problem questions for the IRISE method.

2. Exposure. This second step involves uncovering what others have done in a similar situation. By using information gathered from others, the number of options that may be created to solve the problem should increase.

3. Assistance. This third step involves having your team study all the information from different perspectives. The team will be a great asset because differing views, based on knowledge and experience of the same issue, will lead to a better result and a more collaborative environment.

4. Creativity. This fourth step involves having the team "brainstorm" options and the consequences of those options. Again, the team will be a great asset because of differing views based on knowledge and experience.

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5. **Hit it.** This last step involves implementing the best option. The team will help develop a plan to implement the selected option. After the option has been implemented, evaluation of the option and its implementation will need to take place. Questions to evaluate the implementation should be the same as the IRISE method of problem solving.

CLOSING STATEMENT - It is important to practice the skill of problem solving. Learning to solve problems is a leadership skill. Cadets have a greater chance of success in solving problems if they have a variety of problem-solving methods to choose from.

EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT

IMPORTANCE - It is important for cadets to understand the steps involved in completing leadership assignments as they occur many times throughout cadet training. All cadets will be required to complete at least two leadership assignments during Phase Three. When given an assignment, every cadet must know the steps involved for successful completion. An effective leader will merge together all of the pieces learned throughout leadership training, such as solving problems and supervising, to successfully lead a team through an assignment.

PREPARE FOR A LEADERSHIP ASSIGNMENT

Ensure the Goal Is Understood

Always ask questions to the directing staff, especially when there is doubt about any portion of the assignment. Before spending any time planning, the leader must ensure that what they think needs to happen is actually the goal of the assignment.

Ensure the Required Resources are Available

Make sure that all the resources required to complete the assignment are available. Complete a reconnaissance by looking around the area. Try to locate other resources that may be used. If boundaries have been determined, locate them.

Complete a Time Appreciation

Be aware of the time given for the completion of the assignment. If the assignment must be broken down into stages, the leader must determine how much time must be allocated to each. Sometimes tasks can be done concurrently, which will save time in the end.

When completing a time appreciation, check the time. All members involved in the assignment must be aware of the current time and the expected time of completion.

Make a Plan

Using the planning guide (located at Annex M), make a plan to accomplish the goal of the assignment by:

- determining the tasks that need to be completed;
- developing a process to accomplish all tasks; and
- allocating resources.

The plan will include the answers to who, what, when, where, how and why. Who will do what? Who does it involve? What is going to be done? When does it start? When does it end? Where will it take place? How will it take place? Why must it be done? What will happen if it is not done?

INTRODUCE A LEADERSHIP ASSIGNMENT

State the Assignment to be Completed

Tell the team members the "big picture" of what is going to be done.

State the Goal of the Assignment

What is the end state? If there is a reason for completing the assignment (e.g., a guest speaker is coming, to begin summer biathlon, etc) it should be stated. If a sketch is included, it should be shown here so that everyone has a sense of what the result should be. When stating the goal, time requirements should be included.

Identify the Resources Required for the Assignment

Ensure that all of the cadets are aware of the resources that are required to complete the assignment and where these resources are located.

Communicate the Overall Plan

Explain how the assignment will be conducted. All members should know what is to be done, but will find out what their specific part is in another step. If boundaries exist, include them in the plan.

Assign Tasks to Team Members as Applicable

Assign all team and individual tasks needed to complete the assignment. Every member must have something to do.

Ensure the Team Members Understand the Assignment

Ask the team if they have any questions. The leader should also ask a few questions to various members of the team to ensure comprehension. When members are given specific tasks, it is extremely important that they are completely aware of what is expected of them.

CONDUCT A LEADERSHIP ASSIGNMENT

Supervise Peers

When an assignment is being conducted, the leader must constantly supervise the team members. The most important aspect of supervision is to ensure that the assignment is being conducted safely. If cadets are completing aspects of the assignment unsafely, stop the task immediately. The cadets must remain focused on the goal. If mistakes occur, correct them as soon as possible. If members are experiencing difficulty, take time to reanalyze and reassign tasks. Asking questions throughout the completion of the assignment will ensure that all team members remain focused and that those (if any) who are experiencing difficulty are identified.

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Maintain Team Control

Ensure that all team members understand that the leader is in charge and that everyone is following the plan laid out in the introduction stage. When members are not completing what was asked of them, correct it immediately. A way to maintain team control is to motivate throughout the task and encourage team members to motivate each other. This will help create a positive environment.

Ensure the Assignment Is Progressing According to the Time Allotted

Keep checking the time. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be reanalyzed.

Modify the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the assignment may benefit the outcome; however always keep time limits in mind. Once a new plan has been developed, have the team stop what they are doing, communicate the new plan to the members and then have them implement it.

DEBRIEF A TEAM FOLLOWING A LEADERSHIP ASSIGNMENT

Review the Goal

After the completion of a leadership assignment, it is important to review what the goal of the assignment was with the cadets.

Provide Feedback

The leader should first ask for feedback on the assignment from the team. This can be done using general questions about leadership assignments, such as:

- Was there anything learned from the assignment?
- How did you feel about the assignment?
- Was the goal met?
- How did everyone interact during the assignment?
- Were there behaviours that helped and/or hindered the assignment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?

It is also important to give feedback to the cadets. It is vital for the leader to spend time focusing on how the team worked together to achieve a common goal.

Re-Motivate the Team

The final step in debriefing a team after a leadership assignment has been completed is to re-motivate the cadets. The cadets need to be reminded of the importance of working together to accomplish an assignment.

AFTER-ASSIGNMENT REPORT

The after-assignment report is a tool for cadets to use to reflect on their performance after completing a leadership assignment. It is used by the cadet (the leader) during the feedback session with the directing staff to help guide the discussion. The feedback session will take place the day after the assignment was completed. Each cadet will complete an after-assignment report before attending the feedback session for the leadership assignment.

LEADERSHIP ASSIGNMENT ASSESSMENT RUBRIC

The leadership assignment Assessment Rubric is the form the directing staff will use to assess each cadet's performance as a peer leader when conducting a leadership assignment. Each cadet will be required to complete their own leadership assignment assessment in conjunction with their after-assignment report and bring it to the debriefing. This form will be used as a self-assessment tool for reflection and discussion with the directing staff.

CLOSING STATEMENT - Leadership assignments will occur many times throughout cadet training. When given an assignment, all cadets must know and be comfortable performing the steps involved for successful completion. Being able to combine all of the segments of leadership training such as solving problems and supervising, into one cohesive unit in order to lead a team through an assignment is a special achievement for which all cadets should strive.

EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY

IMPORTANCE - It is important for cadets to know how to lead team-building activities to ensure that they are fun, challenging and achievable for every cadet. Each cadet will be given the opportunity to lead two team-building activities. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, re-energize cadets and accomplish goals. Therefore, every cadet in a leadership role should be able to lead activities focusing on these things. Once an activity that meets the needs of the group has been selected, it is the role of the leader to ensure the activity is completed in a manner that allows the group to learn. A meaningful and enjoyable teambuilding experience will occur for every cadet when the right activity is conducted in an appropriate fashion.

ELEMENTS OF AN INTRODUCTION

Getting the Team's Attention

In order to introduce a new activity, the leader must first get the attention of the team. The leader should get the team's undivided attention before continuing to introduce the activity. If one cadet is not paying attention they could miss an important point that could affect their participation in the activity or the activity's outcome.

Explaining the Goal of the Activity

The goal of the activity should be explained to the team in general terms of what will be learned or accomplished. The context of the activity should be explained so the cadets know why their participation is essential and why the activity is a part of the day's agenda. It is important not to give too much detail at this point, as the leader should draw some points on the purpose of the activity from the cadets after the activity's completion.

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Explaining the Activity

The activity must be explained to the team prior to participating in the activity. The rules of the activity must be clearly outlined and understood by all cadets prior to commencement. The leader should give step-by-step instructions to ensure the activity is clearly understood.

Assigning Tasks as Necessary

If any specific tasks need to be performed throughout the activity, the leader should assign cadets to these tasks during the introduction of the activity.

Setting Time Limits

The leader is to set a time limit for the cadets to participate in the activity. The leader must factor in time for debriefing the cadets after completion of the activity. The team must be told how long they have to participate in or complete the assigned activity.

Relaying Safety Concerns as Necessary

If there are any safety concerns, the leader must pass these on to the team prior to the start of the activity.

Motivating the Team

Prior to the start of the activity, the leader must motivate the team. The leader should be enthusiastic and share this enthusiasm with the cadets. The goal of the activity is important and there is a reason the activity is being performed. The cadets should be informed of this reason and be motivated toward achieving the goal.

RESPONSIBILITIES OF THE LEADER WHILE CONDUCTING THE ACTIVITY

Start the Activity

The leader must inform the cadets when to start the activity.

Supervise the Team

Throughout the duration of the activity, the leader must supervise to ensure the following:

- there are no unsafe practices being followed;
- the cadets remain focused on the activity; and
- the rules are being followed.

Ensure the Goal Is Achieved

It is important that the goal of the activity is achieved. If the goal is not achieved, the team-building activity was not successful as a team-building activity, it just became a game. The goal of the activity can sometimes be met without completing the activity. If the goal is not being achieved, the leader may need to:

- refocus the cadets by clarifying the goal of the activity; or
- redirect the activity by modifying the activity to better suit the group.

Stop the Activity if Required

There are a number of reasons why a leader may be required to stop an activity. The most important reason to stop an activity prior to completion is safety. If an activity has become a safety issue, the leader must stop the activity immediately. An activity may also be stopped if the goal is not being achieved. If the activity is moving away from the goal, the leader must either stop and refocus the cadets, redirect the activity or move on to another point. An activity may also be stopped if the goal has been achieved prior to the time allotted for its completion. Stopping an activity as it reaches its peak will allow the leader to draw out more specific key points and concepts.

Not stopping an activity that has reached its peak will cause the following:

- the energy of the team to drop;
- interest in the goal to be lost; and
- understanding of the goal to be lost.

End the Activity Within the Time Limit

A leader will need to end an activity once the time limit has been met. If the time limit has been met and the activity is not complete, it may be important to attempt the activity at another time. If the purpose of the activity is for the cadets to learn, then it is hard to end an activity until the learning has occurred. If strict time lines are being enforced, the activity can be stopped but it is very important that the leader explain this during the debriefing and perhaps revisit the activity at a later time.

ELEMENTS OF A DEBRIEFING

Reviewing the Goal

After the completion of a team-building activity it is important to review what the goal of that activity was with the cadets. Cadets always want to know why they had to participate in an activity or learn about a specific topic so reinforce why the learning was important.

Providing Feedback

The leader should first ask for feedback from the group on the activity. This can be done through some preset questions specifically about the activity as well as some general questions about team-building activities. It is important to find out how the cadets felt about the activity (e.g., did they feel it was useful, did they learn anything from participating in the activity, etc). The leader will gain valuable insight from the cadets on the activity itself (e.g., if they would use it again, how it could be conducted differently, what elements of the activity they would not change if they did the activity again, etc). The most important information to elicit from the cadets is if they felt the activity was worthwhile in that they learned something valuable by participating.

The leader must also give feedback to the cadets. Whether the goal was met is an important point to focus on during this stage. Why was the goal met or why not? Was the activity completed and did this have an effect on the goal being met? The leader should also give and get feedback on how the group interacted throughout the duration of the activity. The leader should tell the cadets how

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they viewed the groups' interactions and ask how the cadets felt they interacted with each other. The leader could ask questions such as:

- Were there leaders that emerged within the group?
- Were there any individuals who did not interact well with others during the activity?
- Was there an individual who was not motivated to participate in the activity? How did this affect the morale of the remainder of the group?

Re-Motivating the Team

The final step in debriefing a group after a team-building activity has been completed is to re-motivate the cadets. The cadets need to be reminded of the importance of team-building activities and be motivated to continue participating in them to achieve new dynamics within a team environment.

CLOSING STATEMENT - It is important for you to know how to properly lead team-building activities to ensure that they are fun, challenging and achievable for every cadet. Each of you will be given the opportunity to lead two team-building activities. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, reenergize cadets and accomplish goals. Once an activity that meets the needs of the group has been selected, it is the role of the leader to ensure the activity is completed in a manner that allows the cadets to learn or to elicit learning from the group. A meaningful and enjoyable team-building experience will occur for every cadet when the right activity is conducted in an appropriate fashion.

EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER

IMPORTANCE

It is important for cadets to deliver a presentation about a leader to assist in their leadership development. By researching and reporting on the core leadership qualities of the leader, cadets may gain an appreciation of how others put these qualities into practice. Having to make a presentation will also give the cadets another opportunity to practice their presentation skills.

CLOSING STATEMENT

Seeing and hearing the example set by other leaders may assist the cadet in becoming a more effective leader. Leaders come from all walks of life and learning about how different leaders display core leadership qualities may help cadets further develop their leadership skills. Being given as many opportunities as possible to speak in front of groups will help develop the cadet's presentation and instructional skills.



PO X04 – PHYSICAL ACTIVITIES

Participate in the following lessons:

MX04.01 Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities

MX04.02 Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)

#	Date	Result	Beep Test	Sit Ups	Curl ups
1					
2					
3					

MX04.03 Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness

CX04.01 Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness

CX04.02 Participate in Activities that Reinforce the Three Components of Physical Fitness

CX04.03 Participate in a Cooking Class

CX04.04 Attend a Personal Fitness and Healthy Living Presentation

CX04.05 Attend a Local Amateur Sporting Event



PO X05 – PHYSICAL FITNESS

Participate in 4.5 Hours of Physical Fitness:

ACTIVITY:
DATE:
HOURS:

ACTIVITY:
DATE:
HOURS:

ACTIVITY:
DATE:
HOURS:

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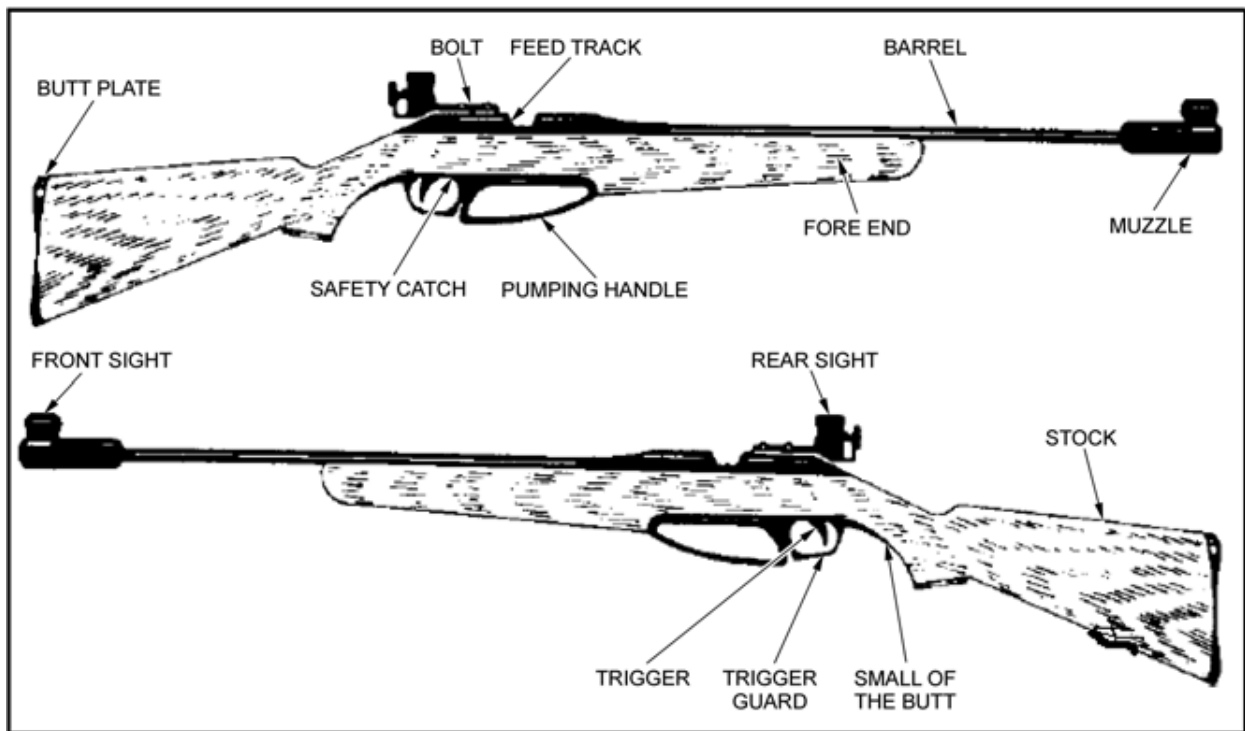
ACTIVITY:
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PO 306 – MARKSMANSHIP

- MC06.01 Participate in a Recreational Marksmanship Activity
- C306.01 Identify Civilian Marksmanship Organizations
- C306.03 Correct Marksmanship Error
- C306.03 Fire the Cadet Air Rifle from the Standing Position
- C206.01 Practice Holding Techniques
- C206.02 Practice Aiming Techniques
- C206.03 Practice Firing Techniques
- C106.01 Participate in a Recreational Marksmanship Activity



EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

IMPORTANCE - It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

CONDUCT A RANGE BRIEFING

1. Explain pertinent sections of the local range standing orders.
2. Review general rules observed on all ranges, to include:
 - (a) proving that rifles are safe prior to being picked up, handed to or received from another person;
 - (b) never pointing rifles at people;
 - (c) inserting safety rods into the barrels of rifles when not in use on the range;
 - (d) never horseplaying on a range;
 - (e) always pointing rifles down range; and
 - (f) following the Range Safety Officer's (RSO) directions and orders at all times.
3. Review commands used on an air rifle range
4. Describe the layout of the air rifle range.
5. Review hand-washing procedures on completion of firing. This is important because each time a person handles pellets, a small trace of lead is left on their hands. To decrease the risk of lead poisoning, it is important that all persons wash their hands thoroughly after handling pellets.

CLOSING STATEMENT - Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS

IMPORTANCE - It is important for the cadets to identify local civilian marksmanship organizations and understand that the activities available through these organizations are personal and not supported by the Cadet Program. Civilian marksmanship organizations assist people who are interested in marksmanship.

Local Civilian Marksmanship Organizations

Civilian marksmanship organizations and rifle associations are popular throughout the world and are found in many countries. Traditionally formed to augment the military, marksmanship organizations now have become governing bodies for civilians interested in marksmanship.

Local civilian marksmanship organizations exist in most major cities in Canada. These organizations can include the city or regional rifle associations or local rod and gun clubs. These organizations usually have a small calibre rifle range available for their members' use. To find local civilian marksmanship organizations, refer to the Internet or the local telephone listings.

PROVINCIAL RIFLE ORGANIZATIONS

Provincial rifle associations are the provinces' governing bodies on fullbore and smallbore target shooting. These associations exist to promote marksmanship within the province by organizing events and competitions. Provincial rifle associations also provide competitions for cadet units within their province. Provincial associations include:

Alberta Provincial Rifle Association. The Alberta Provincial Rifle Association (APRA) was created in 1902, as the Territorial Rifle Association, before the Province of Alberta was created. The objectives of the APRA are:

- to promote in every lawful way the interests of small arms marksmanship in the Province of Alberta;
- to promote annual prize meetings for individuals and teams and to offer prizes for skill in shooting;
- to encourage the establishment and maintenance of suitable ranges through legislation and private means;
- to assist in the formation of shooting clubs; and
- to create public interest for the encouragement of small arms shooting both as a sport and as a necessary means of national defence;

The APRA can be found on the Internet at www.albertarifle.com

British Columbia Rifle Association. The British Columbia Rifle Association (BCRA) was created in 1874, incorporated in 1910, and is one of the oldest members of the British Columbia Societies Act. The objectives of the BCRA are:

- to create a public sentiment for the encouragement of small arms shooting as a sport; and
- the control and safe handling of firearms and as a necessary part of national defence.

Through the Department of National Defence, members are permitted to participate in shooting events held on military rifle ranges in British Columbia. The BCRA can be found on the Internet at www.bcrifle.org

Manitoba Provincial Rifle Association. The Manitoba Provincial Rifle Association Inc. (MPRA) was created in 1872, for the purpose of encouraging rifle shooting among the militia and citizens of Manitoba. The objectives of the MPRA are:

- to enhance the perception of shooting as a sport by encouraging and supporting all athletes involved in shooting to achieve their maximum performance levels; and
- to promote safe firearms handling.

The MPRA can be found on the Internet at www.manitobarifle.ca

Newfoundland Provincial Rifle Association. The Newfoundland Provincial Rifle Association can be

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contacted through the Dominion of Canada Rifle Association (DCRA).

Nova Scotia Rifle Association. The Nova Scotia Rifle Association (NSRA) was created in 1861, and is the oldest provincial rifle association. The objectives of the NSRA are:

- to foster the safe and responsible use of firearms, and
- to develop marksmanship skills.

The NSRA can be found on the Internet at www.nsrifle.org

Ontario Provincial Rifle Association. The Ontario Provincial Rifle Association (ORA) was created in 1868. The objectives of the ORA are:

- to provide opportunities for shooting with different types of rifles; and
- offer programs for marksman from beginner to world class.

The ORA can be found on the Internet at www.ontariorifleassociation.org

Prince Edward Island Rifle Association. The Prince Edward Island Rifle Association can be contacted through the DCRA.

Province of Quebec Rifle Association. The Province of Quebec Rifle Association (PQRA) was created in 1869 and supports various shooting clubs and associations. The objective of the PQRA is to teach and promote marksmanship in competitive and recreational environments, where safety is first and foremost.

The PQRA can be found on the Internet at www.pqra.org

Royal New Brunswick Rifle Association. The Royal New Brunswick Rifle Association (RNBRA) was created in 1866 to serve all shooting and related disciplines in New Brunswick. The objectives of the RNBRA are to promote:

- good sportsmanship,
- safe, efficient and practical arms handling, and
- good marksmanship by civilians, civic police and the military.

The RNBRA can be found on the Internet at www.rnbra.ca

Saskatchewan Provincial Rifle Association. The Saskatchewan Provincial Rifle Association (SPRA) is the governing body for fullbore target rifle shooting in Saskatchewan. The objectives of the SPRA are to promote:

- the pursuit of excellence in marksmanship; and
- the safe and responsible handling of firearms.

The SPRA can be found on the Internet at www.saskrifle.ca

NATIONAL MARKSMANSHIP ORGANIZATIONS

The DCRA

The DCRA, headquartered at Connaught Ranges Primary Training Centre, Ottawa, Ont., is Canada's national governing body for fullbore and smallbore target shooting. The DCRA was founded in 1868 and incorporated by parliament in 1890, to encourage marksmanship training in response to the departure of the British military and the Fenian Raids in 1866.

The DCRA continues to promote excellence in civilian and military marksmanship. The DCRA works with the CCM by organizing events and competitions including postal championships held for cadet units across the country and summer matches for the National Rifle Team (NRT) and Canadian and British army cadets on CSTC courses at Connaught NACSTC.

The DCRA can be found on the internet at www.dkra.ca

The Shooting Federation of Canada (SFC)

The SFC, headquartered at Connaught Ranges Primary Training Centre, Ottawa, Ont., is Canada's national sport governing body for recreational and competitive target shooting in Canada. The SFC is the authority for the marksmanship technical training portion of the National Coaching Certification Program (NCCP). The SFC can be found on the internet at www.sfc-ftc.ca

BIATHLON CANADA

Biathlon Canada is the governing body for the sport of biathlon within Canada. Biathlon Canada organizes many events, competitions and programs, including the Biathlon Bears Program, which is a community program, offered across Canada. The Biathlon Bears program is open to novices and the training is tailored to the athlete's skill level. This program offers training to develop both skiing and marksmanship skills. As skills are learned and mastered, the biathlete progresses to the next Biathlon Bear level.

PROVINCIAL AND TERRITORIAL BIATHLON ORGANIZATIONS

Divisions of Biathlon Canada are located within many of the provinces and territories. These division offices run training and offer support to the local resorts/clubs. These divisions include:

- Biathlon Alberta,
- Biathlon British Columbia,
- Biathlon Manitoba,
- Biathlon New Brunswick,
- Biathlon Nova Scotia,
- Biathlon Newfoundland and Labrador,
- Biathlon Ontario,
- Biathlon Quebec,
- Biathlon Saskatchewan,
- Biathlon Yukon, and

- Northwest Territories Biathlon.

CLOSING STATEMENT – Identifying opportunities with civilian marksmanship organizations, one will know where they can acquire additional marksmanship training that is not supported by the Cadet Program. The opportunities provided by these organizations could enhance one’s sense of accomplishment through improved marksmanship skills and allow them to choose activities in which they would like to participate.

EO C306.02 – CORRECT MARKSMANSHIP ERROR

IMPORTANCE - It is important for the cadets to learn how to correct marksmanship error in order to zero the cadet air rifle when participating in a marksmanship activity. A zeroed rifle will give the marksman the assurance that the centre of the target is properly aligned with themselves and their rifle. Having a zeroed rifle and knowing how to zero a rifle is important to every marksman in order to achieve a higher score in application activities.

THE THEORY OF A GROUP

When a series of three or more shots are fired from the same point of aim, they will seldom pass through the same point on the target. The pattern that is produced from the shot holes in the target is called a group.

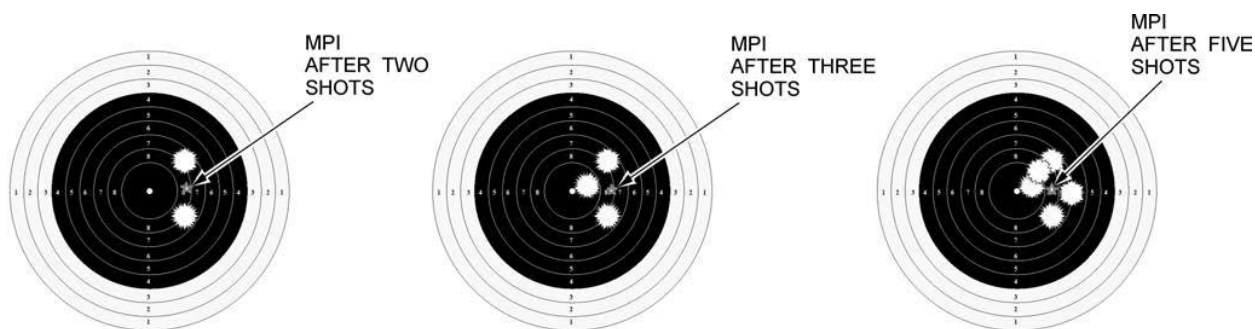
Factors Affecting the Group

There are three factors that affect the shape and size of the group:

- **The Ammunition.** Even though every pellet is manufactured to be exactly the same, slight variations in each pellet will result in slight variations in results when firing. The number of pellets used will also affect the group size.
- **The Rifle.** Each rifle will fire a pellet with its own slight variation due to small differences in the barrel and firing mechanisms.
- **The Marksman.** Factors associated with the marksman’s aiming, holding, breathing and follow-through techniques will affect each shot.

MEAN POINT OF IMPACT (MPI)

The MPI is the point on the target which is the average centre between all shots on the target. As each shot is fired, the MPI changes as the group develops. To centre the group correctly, corrections should be based on the MPI. To determine the MPI, each shot must be evaluated. It takes at least two shots for an MPI to be determined. For two shots, the MPI will be the point centred between the two shots. After firing three shots, the MPI will change so that the MPI is centred between all three shots



THE PURPOSE OF SIGHT ADJUSTMENT

Sight adjustment is used to ensure that the rifle is zeroed to the marksman. Sight adjustment will not make up for poor marksmanship skills, but may aid the proficient marksman in aligning their grouping to a target. There are two different ways a sight can be adjusted in order to zero the rifle: the windage and the elevation.

ELEVATION

Elevation affects the pellet by moving its vertical position, which moves the point of impact up or down the target. It compensates for the trajectory drop of the pellet.

WINDAGE

Windage affects the pellet by moving its horizontal position, which moves the point of impact left or right. It compensates for the direction and force of the wind on the pellet.

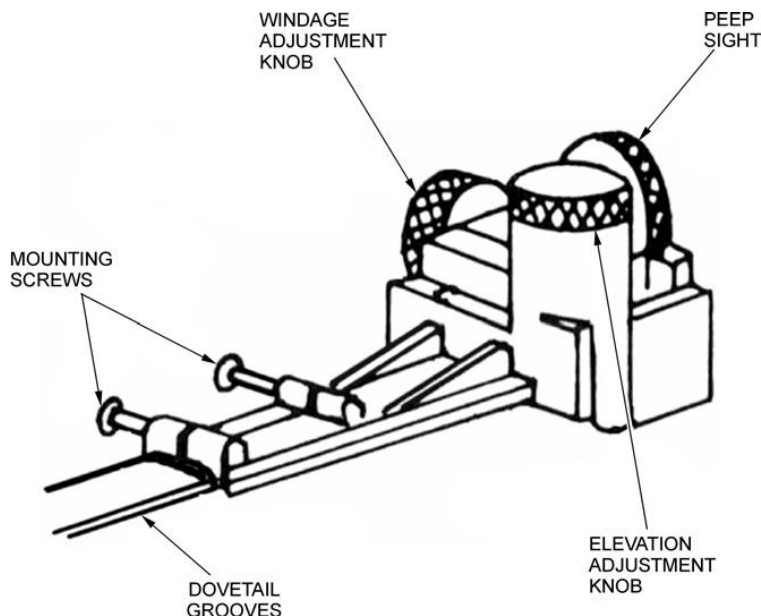
A ZEROED CADET AIR RIFLE

A zeroed cadet air rifle is accurate for a particular marksman at a particular position and distance from the target. A zeroed cadet air rifle has a particular sight setting that will be perfectly aimed, by putting pellets directly into the centre of the target.

SIGHT ADJUSTMENT OF THE CADET AIR RIFLE

Sight adjustment of the cadet air rifle is achieved by turning the knobs of the rear sight. The elevation adjustment knob is found on the top of the rear sight and the windage elevation knob is found on the right-hand side of the rear sight. They are used to move the MPI of the shot either left or right and up or down. The adjustment of these knobs is measured in clicks that can be felt as the knob is turned. It takes three clicks to move the point of impact approximately one pellet width in any direction.

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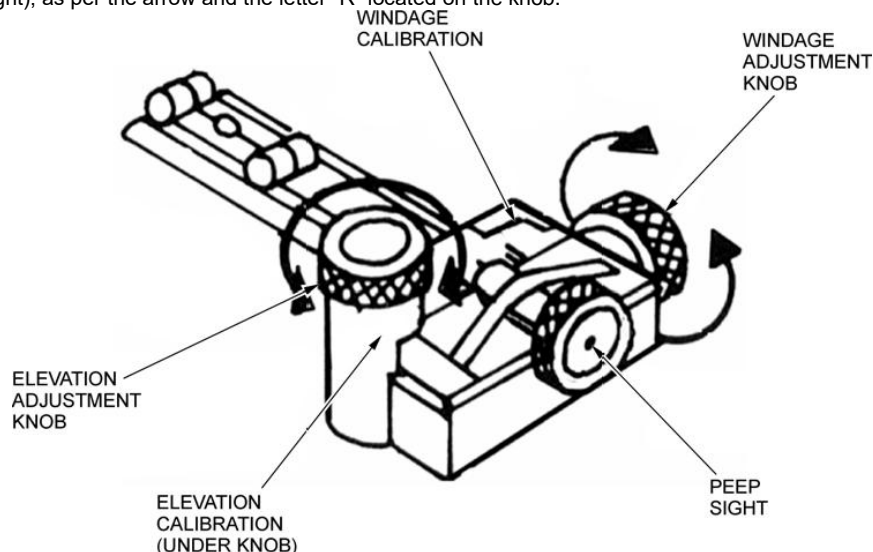


LOWERING AND RAISING THE ELEVATION

To lower the elevation of the MPI, turn the elevation knob counter-clockwise (to the left). To raise the elevation of the MPI, turn the elevation knob clockwise (to the right), as per the arrow and the word "UP" located on the knob.

MOVING THE WINDAGE LEFT AND RIGHT

To move the MPI left, turn the windage knob counter-clockwise (to the left). To move the MPI to the right, turn the windage knob clockwise (to the right), as per the arrow and the letter "R" located on the knob.



CLOSING STATEMENT - Correcting marksmanship error is necessary to achieve success in marksmanship activities. It ensures that the marksman, the rifle and the target are aligned and that the centre of aim is in the centre of the target. It is important for each marksman to understand how to adjust their sights in order to achieve a completely aligned rifle.

EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE

IMPORTANCE - It is important for cadets to adopt the standing position with the cadet air rifle as this position is used in both biathlon and civilian air rifle competitions. As the standing position is the only position for the international air rifle competitions, it is seen as a progression for cadet recreational marksmanship.

Objectives of the Standing Position

The first principle of marksmanship is to find a comfortable firing position. The standing position is the easiest and quickest position to assume and does not require any artificial support, like the use of the sling in the prone position. It is the most difficult position in which to remain steady as it has the smallest area of support and it has a high centre of gravity. Cadets must accept that when firing in the standing position, they may never achieve complete immobility.

OBTAINING A GOOD POSITION

Obtaining a good position is the most important principle of marksmanship; this is especially true when firing in the standing position. A good position helps to maintain balance, comfort and stability during firing. Cadets should wear comfortable flat sole shoes or

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boots to add stability to the position and stand on the firmest surface possible. Although an excellent position will not guarantee an excellent performance, a poor position can almost assure a substantially negative effect on one's score.

The objective of a good position is to obtain a stable, balanced, uniform platform in the most efficient way possible, allowing holding and aiming to be achieved with as little movement and muscular tension as possible.

The standing position should be:

- natural,
- without strain,
- comfortable,
- stable,
- balanced in such a way that body weight is equally distributed between both feet, and
- consistent throughout the relay.

USING A RIFLE REST

An excellent way for a cadet to learn the standing position is to practice with the use of a rifle rest. Since the movements of the cadet air rifle are amplified from the lack of support points with the standing position, a rifle rest is very helpful. A rest allows the cadet air rifle to remain steady while allowing the cadet to understand and perfect the marksmanship skills being practiced. Once these skills are learned, the rifle rest should be removed. Some examples of rifle rests for the standing position are a tripod stand, a stool on top of a table or simply a flat surface on the end of a broom stick.

MAINTAINING A CENTRE OF GRAVITY

The centre of gravity is the point where the weight of the rifle and the cadet's body weight are evenly distributed between the feet. In order to compensate for the weight of the rifle, the cadet's back is bent rearward and rotated to the left in order to gain bone support and stability.

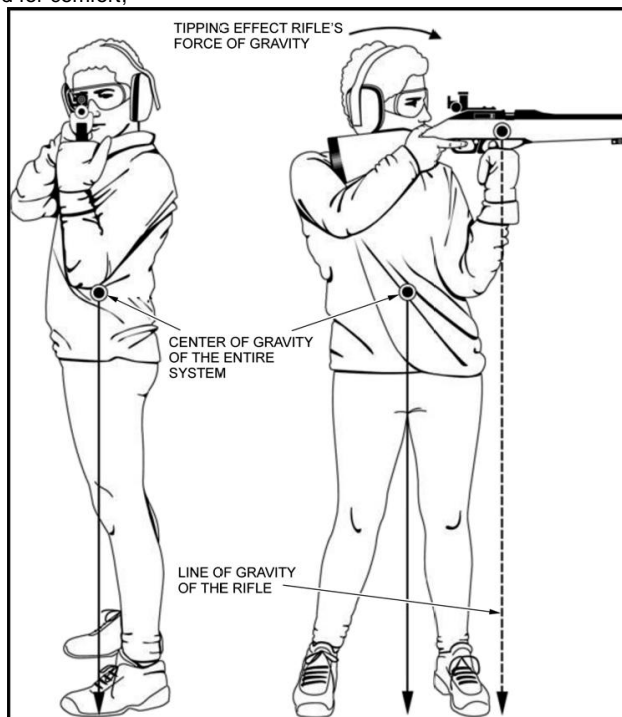
If the cadet stands straight, the weight of the cadet air rifle will pull their body to the front. Muscle strain will be felt in the back as the cadet attempts to keep their body from falling forward. By bending backward and rotating the back to the left, a shift in body weight will occur slightly towards the right foot. At a certain point, the weight of the body on the right foot will equal the weight on the left foot. The body-rifle combination then reaches a state of balance, with the centre of gravity located between the cadet's two feet.

ADOPTING THE STANDING POSITION

The following guidelines should be adhered to when adopting the standing position:

1. the body should face to the right, approximately 90 degrees to the target;
2. the feet should be:

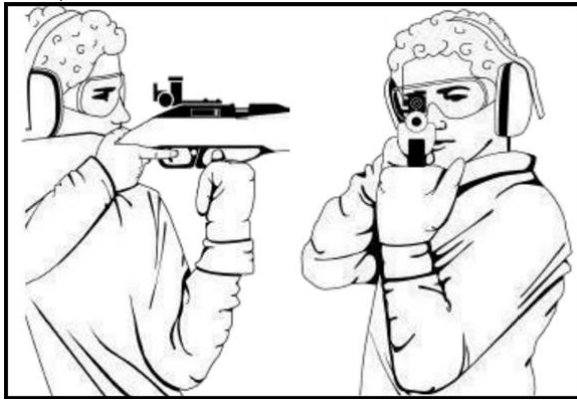
- (a) positioned shoulder width apart,
- (b) pointed straight ahead in relation to the body, or
- (c) turned slightly outward for comfort;



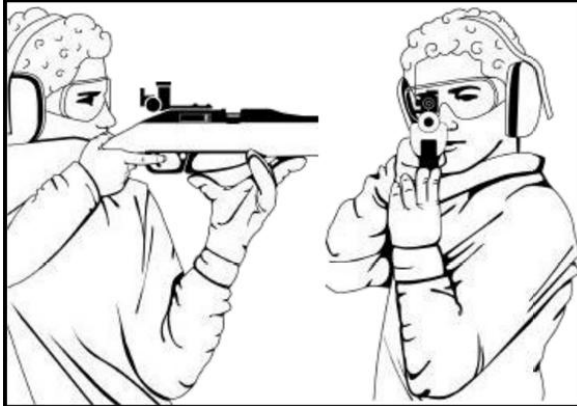
3. the legs should be straight with knees unlocked, as locked knees affect circulation, causing increased discomfort and unsteadiness;
4. the hips should be 90 degrees to the target and should not thrust forward;
5. the back should be bent rearward to gain bone support and stability;
6. the left arm, without muscles used for support, should rest against the ribcage with the elbow almost directly under the rifle, resting against the ribcage or hipbone;
7. the left hand is used to support the rifle and should be positioned on the pump handle, using one of the following methods:

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(a) forming a clenched fist;



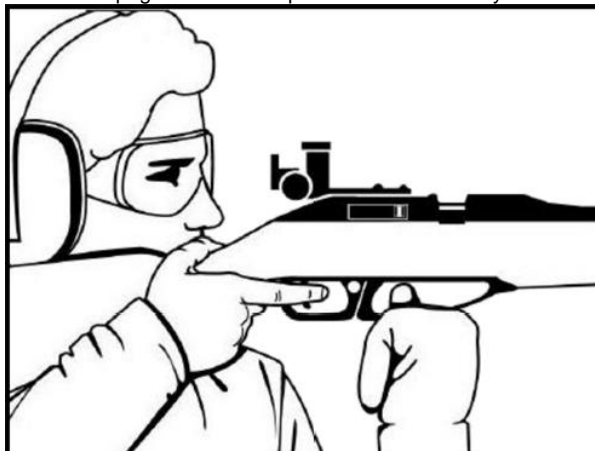
(b) forming a V shape with the thumb and fingers; or



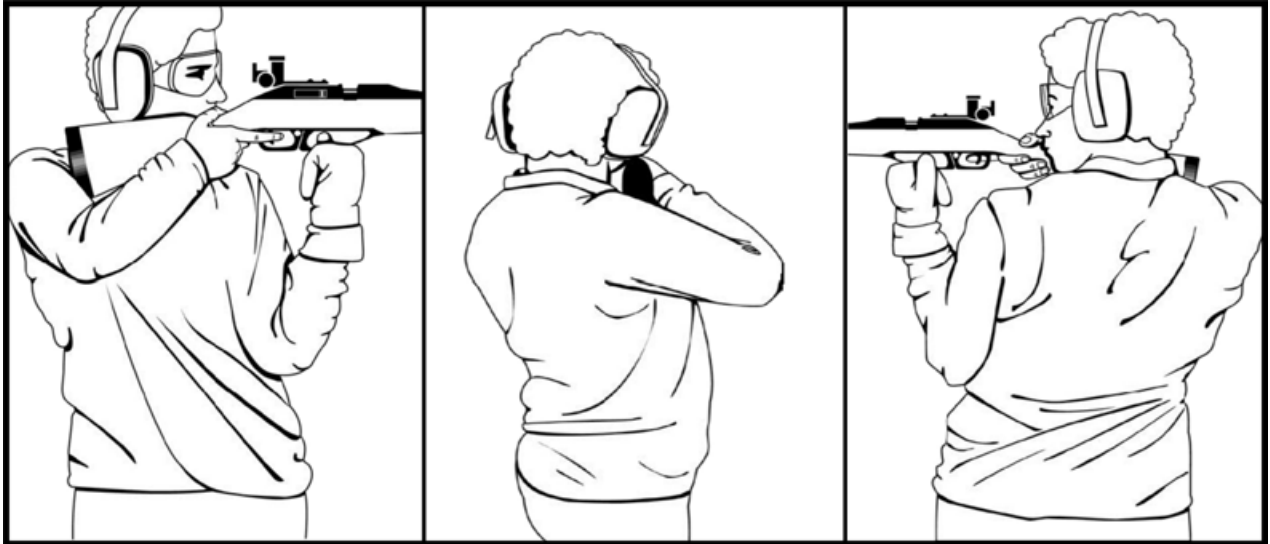
(c) using the heel of the hand with relaxed fingers;



8. the right arm should drop naturally to the side with the right hand placed comfortably, but firmly on the small of the butt;
9. the head should remain in an upright and natural position to allow the eyes to look forward through the sights; and



10. the butt should rest slightly high on the shoulder, allowing the cadet air rifle to rest naturally across the chest with the cheek resting on the stock and the sights at eye level.



Adjusting the Aim

When aiming the cadet air rifle in the standing position, the aiming process is the same as it is for the prone position. It is achieved by adopting a comfortable position, ensuring body alignment with the target, sight alignment and obtaining a sight picture. The only thing that varies from the prone position is that the front aperture should be larger and eye relief may be longer, but still between 5–15 cm (2–6 inches).

HIGHER

To adjust the aim higher in the standing position, move the left hand rearward, closer to the trigger guard.

LOWER

To adjust the aim lower in the standing position, move the left hand forward, away from the trigger guard.

LEFT AND RIGHT

To adjust the aim to the left or right, adjustments are made by moving both feet in such a way as to keep them in the same position in relation to each other. The result should be as if the position was rotated in a disc, turned to the left or right as required.

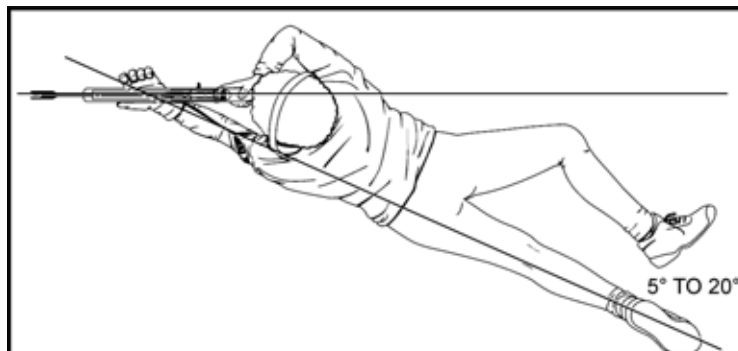
Natural Alignment

Natural alignment describes the direction that the cadet air rifle is aimed when the marksman is in a comfortable standing position with the cadet air rifle at the ready. In a comfortable position, the cadet air rifle should not be forced to point at the target. Even with a comfortable standing position and sight alignment, forcing the cadet air rifle can cause muscle tension and will affect the accuracy of each shot.

Natural alignment is obtained by:

1. adopting the standing position;
2. acquiring a sight picture;
3. closing both eyes;
4. taking 3–4 normal breaths to relax the muscles;
5. after 10 seconds, opening the eyes to inspect the sight picture; and
6. adjusting body position to acquire a sight picture.

CLOSING STATEMENT – The standing position is the least stable position due to its high centre of gravity and small support area. It requires a great amount of concentration and practice. The standing position is seen as a progression for cadet recreational marksmanship and is the only position for the international air rifle competitions.



PO 307 – GENERAL CADET KNOWLEDGE

- M307.01 Discuss Year Three Training Opportunities
- M307.02 Discuss Year Three Summer Training Opportunities
- M307.03 Recognize the Partnership Between the Navy League and DND in Support of the CCM
- C307.01 Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU)
- C307.02 Participate in a Presentation Given by the Cadet Liaison Officer (CLO)
- C307.03 Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada (NLC)
- C307.04 Participate in a Presentation on the Duke of Edinburgh Award Program



EO M307.01 – IDENTIFY PHASE THREE TRAINING OPPORTUNITIES

IMPORTANCE - It is important for cadets to know what training will be conducted during Phase Three 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.

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 cadets must complete throughout the training year.

PO X01 – Citizenship

Citizenship provides the cadets with an opportunity to identify the role of service groups within Canada.

PO X02 – Community Service

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

PO 303 – Leadership

Leadership provides the cadets with an opportunity to perform the role of a team leader. The cadets will:

- define the role and responsibilities of a team leader;
- participate in a mentoring relationship;
- practice self-assessment;
- communicate as a team leader;
- supervise cadets;
- solve problems; and
- lead a team through a leadership assignment.

PO X04 – Personal Fitness and Healthy Living

Personal fitness and healthy living provides the cadets with an opportunity to update their personal physical activity plans (from Phase Two) for the training year. The cadets will:

- describe well-being;
- participate in the Cadet Fitness Assessment;
- set new short-term and long-term goals for the training year; and
- evaluate their personal activity plan.

This PO gives the cadets some of the tools required to make informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.

PO X05 – Recreational Sports

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

PO 306 – Air Rifle Marksmanship

Air rifle marksmanship provides the cadets with an opportunity to participate in a recreational marksmanship activity.

PO 307 – 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 Three; and
- recognize the partnership between the Navy League of Canada and the Department of National Defence in support of the Canadian Cadet Movement.

PO 308 – Drill (Chapter 8)

Drill provides the cadets with an opportunity to direct a squad on the parade square. The cadets will:

- prepare a squad for a parade; and
- deliver words of command.

PO 309 – Instructional Techniques (Chapter 9)

Instructional techniques provides the cadets with an opportunity to instruct a lesson. The cadets will:

- explain principles of instruction;
- identify methods of instruction;
- describe effective speaking techniques;
- describe questioning techniques;
- select appropriate instructional aids;
- plan a lesson; and
- instruct a 15-minute lesson.

PO X20 – Canadian Navy and Maritime Community

Canadian Navy and maritime community provides the cadets with an opportunity to describe aspects of the Canadian Navy. The cadets will:

- identify classes of Canadian naval ships;
- describe the domestic role of the Canadian Forces; and
- describe the role of the Canadian Forces in international institutions.

PO 321 – Ropework

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Ropework provides the cadets with an opportunity to rig a lifting device. The cadets will:

- describe safety procedures for operating lifting devices; and
- rig sheers.

PO 323 – Ship's Operations

Ship's operations provides the cadets with an opportunity to learn to serve in a naval environment. The cadets will perform the duties of the quartermaster.

PO X24 – Sailing

Sailing provides the cadets with an opportunity to participate in a sailing weekend IAW the CanSail.

Seamanship Inter-Divisional Competition

The seamanship inter-divisional competition (SIDC) provides the cadets with an opportunity to compete with their peers in activities, such as:

- trivia questions from Phase training,
- ropework,
- ship's operations, and
- team building.

CLOSING STATEMENT - Being aware of the topics to be covered during Phase Three training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may stimulate an interest in specific areas of training.

EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES

IMPORTANCE- It is important for cadets to identify year three CSTC training opportunities available to them because they must decide which course they would like to attend.

AIR RIFLE MARKSMANSHIP

Cadets will develop marksmanship and biathlon knowledge and skills. Activities include:

- participating in advanced air rifle marksmanship training;
- participating in recreational marksmanship and biathlon activities;
- performing range assistant duties; and
- learning marksmanship instructional techniques.

FITNESS AND SPORTS

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

- playing and developing skills in sports;
- participating in personal fitness activities; and
- learning fitness and sports instructional techniques.

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;
- developing individual music skills; and
- learning music instructional techniques.

SAIL

Cadets will develop sailing skills and knowledge IAW CanSail Program. Sailing is the primary activity of this course.

SEAMANSHIP

Cadets will develop seamanship knowledge and skills. Activities include:

- operating small boats;
- communicating in a naval environment;
- performing ropework; and
- performing coastal navigation.

DRILL AND CEREMONIAL

Cadets will develop the knowledge and skills required to improve leadership and drill and ceremonial knowledge and skills. Activities include:

- developing leadership skills;
- performing naval ceremonial drill;
- performing advanced foot drill;
- delivering words of command;
- performing cutlass drill;
- performing flag drill;
- executing ceremonies; and
- learning drill instructional techniques.

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COMMON COURSES

Air Rifle Marksmanship Instructor.

The aim of this course is to improve the cadets' marksmanship and biathlon knowledge and skills, and to prepare the cadets to assist in the delivery of marksmanship and biathlon training. The prerequisite for this course is completion of the Phase Three qualification.

Fitness and Sports Instructor.

The aim of this course is to improve the cadets' fitness and sports knowledge and skills, and to prepare the cadets to assist in the delivery of fitness and sports training. The prerequisite for this course is completion of the Phase Three qualification.

Military Band – Intermediate Musician.

The aim of this course is to improve the cadets' music knowledge and skills, and to prepare the cadets to assist in the delivery of music training. The prerequisites for this course are Music Proficiency Level Basic and completion of the Phase Three qualification.

ELEMENTAL COURSES

Intermediate Sail.

The aim of this course is for the cadets to become proficient in intermediate sailing skills, to achieve CYA Bronze Sail Level 4, Small Craft Operations (SCOP) Module 2 and SCOP Module 4, and be introduced to CYA Bronze Sail Level 5. The prerequisites for this course are completion of the Phase Three qualification and CYA White Sail Level III.

Ship's Boat Operator.

The aim of this course is to introduce the cadets to coastal navigation, to develop naval communication skills and to become a qualified small boat operator. The prerequisite for this course is completion of the Phase Three qualification.

Drill and Ceremonial Instructor.

The aim of this course is for the cadets to become proficient in organizing and leading parades and ceremonies, to improve leadership skills and knowledge, and to become a drill and ceremonial instructor. The prerequisite for this course is completion of the Phase Three qualification.

CLOSING STATEMENT - Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas that may not be accessible at the corps. Summer training centres are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them and receive the maximum benefit from attending that course.

EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE NAVY LEAGUE OF CANADA (NLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND) IN SUPPORT OF THE CANADIAN CADET MOVEMENT (CCM)

IMPORTANCE - It is important for cadets to recognize the partnership between the NLC and DND in support of the CCM because these two organizations work together to ensure the success of the CCM which impacts the cadets directly.

THE NATIONAL LEVEL OF THE NLC

There are a number of components of the NLC at the national level. These include:

- **National Board of Directors.** The governing body of the NLC.
- **National Executive Committee.** Oversees operations between meetings of the Board of Directors.
- **National Advisory Council.** Comprised of three past national presidents, it acts as an advisory group for the president, the nominating committee for the election of officers and members of the board and undertakes projects as requested by the president.
- **National Office.** Located in Ottawa, Ont. and headed by the Executive Director. Its responsibility is to manage the day-to-day affairs of the NLC.

THE DIVISIONS OF THE NLC

With a few exceptions, there is a NLC division for each province. The divisions provide guidance and support to the branches.

THE BRANCHES OF THE NLC

The branches of the NLC are groups of people in local areas who conduct NLC affairs. A Branch Council comprised of a President, one or more Vice-Presidents, a Secretary, a Treasurer and Chairs of committees oversees the various branch activities. Branch Committees may include Sea Cadet, Navy League Cadet, Fundraising or Public Relations. The Sea Cadet Chair is the liaison between the branch and the corps.

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RESPONSIBILITIES OF THE NLC

Recruiting Cadets. The Branch Council must organize and implement a plan for recruiting cadets.

Recruiting Cadet Instructor Cadre (CIC) Officers. The NLC is responsible for recommending suitable people to be enrolled into the Canadian Forces (CF) as cadet instructors.

Fundraising. The Branch Council must organize fundraising activities that support the corps.

Providing Awards and Medals. The NLC provides awards to cadets and officers, such as:

- **Navy League Award of Commendation.** Awarded by the National Board of Directors to a navy league/ sea cadet who performs an outstanding act or deed in attempting to save the life or property of another.
- **National Sea Cadet of the Year.** Awarded annually by the National Board of Directors to the most proficient sea cadet in Canada.
- **Division Sea Cadet of the Year.** Awarded annually by each division to the most proficient sea cadet in that division.
- **Navy League Medal of Excellence.** Awarded annually by each division to the most proficient navy league/sea cadets in each division (usually one per corps).
- **Sea Cadet Service Medal.** Awarded by each division to sea cadets with continuous cadet service of at least four years.
- **Perfect Attendance (Program).** Awarded by branches to sea cadets with perfect attendance at all training parades during their time as a cadet.
- **Perfect Attendance (Year).** Awarded by branches to sea cadets with perfect attendance at all training parades during the training year.
- **Providing Corps Training Facilities.** The NLC Branch provides office and training facilities for the corps, when not provided by DND.
- **Organizing/Conducting Recreational Programs.** The NLC is responsible for organizing and conducting the Royal Canadian Sea Cadet National Regatta.
- **Providing Funds for Optional Training Activities.** The NLC Branch provides funds for optional training activities.
- **Providing Equipment to Cadet Corps.** The NLC Branch is responsible for providing equipment for optional training activities.

RESPONSIBILITIES OF DND

- **Training CIC Officers.** DND is responsible for analyzing, designing and developing course curriculum, approving training according to regional requirements and consulting with the NLC with respect to CIC officer course content.
- **Providing Qualification Standards and Plans (QSPs) and Instructional Guides (IGs) for Cadet Training.** DND develops and provides QSPs and IGs that direct cadet training.
- **Providing Funds for Mandatory Training and Support Activities.** Mandatory training and support activities are funded by DND.
- **Developing Policy Regarding CIC Officers, Civilian Instructors (CIs) and Cadets.** DND is responsible for developing, implementing and enforcing policy regarding CIC officer, CIs and cadets.
- **Issuing Equipment to Cadet Corps IAW Scales of Issue.** All equipment required for mandatory training, mandatory support activities and directed optional training is provided by DND.
- **Providing Pay for CIC Officers and CIs.** DND is responsible for developing, implementing and enforcing pay policy as well as providing pay for CIC officers and CIs.
- **Selecting Cadets for Cadet Summer Training Centres (CSTCs).** DND is responsible for ensuring that cadets meet prerequisites and selecting cadets for summer training courses.
- **Providing Facilities and Staff for CSTCs.** DND is responsible for ensuring adequate facilities and selecting staff for CSTCs.

RESPONSIBILITIES OF BOTH THE NLC AND DND

- **Forming or Disbanding Cadet Corps.** The NLC and DND work collaboratively to form new cadet corps and disband non-effective cadet corps.
- **Developing Community and Media Relationships.** Media relationships are maintained at all levels of the NLC and DND. DND has regionally and nationally appointed public affairs officers that maintain media relationships at their level. It is the responsibility of the local NLC branch and corps' Commanding Officers to ensure good relations with the local community and media.
- **Supervising and Administering Cadet Corps.** The local NLC branch and corps' staff work collaboratively to ensure that there is adequate supervision and administration within the cadet corps.
- **Providing Reviewing Parties for Annual Ceremonial Reviews (ACRs).** The NLC and DND work collaboratively to provide reviewing parties for corps' ACRs.

CLOSING STATEMENT - Recognizing the partnership between the NLC and DND in support of the CCM is important because these two organizations work together to ensure the success of the CCM.

EO C307.04 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM

IMPORTANCE - It is important for cadets to know all opportunities for growth available to them. The Duke of Edinburgh Award program is one opportunity that is widely available to cadets. By knowing what the program entails and what the rewards are, cadets will have a better understanding of the program and be able to decide if they wish to become a participant.

HISTORY OF THE DUKE OF EDINBURGH AWARD PROGRAM

The program was founded in 1956 by His Royal Highness Prince Philip, The Duke of Edinburgh K.G. K.T. in London, England, as a means to encourage and motivate youth. The goal of the Duke of Edinburgh Award program is to encourage young people's participation in activities they already enjoy and to develop personal goals and encourage achievement based on individual effort and improvement.

The Duke of Edinburgh Award program is about personal challenge, and aims to encourage and stimulate:

1. self-reliance and self-discipline,
2. perseverance and determination,
3. initiative and creativity,
4. community involvement and social responsibility,
5. value orientation and value-oriented decision making,
6. the spirit of adventure,
7. fitness of body and mind,
8. vocational, cultural and family life skills, and
9. international understanding and awareness.

The award is a lapel pin or brooch, and an inscribed certificate of achievement. Upon completion of the Gold award, the individual will be presented the award by HRH Prince Philip. More than 30 000 young Canadians are currently participating in the Duke of Edinburgh Award program; many within the Canadian Cadet Movement.

LEVELS

There are three levels within the Duke of Edinburgh Award program. Each successive level requires more commitment and becomes more demanding. The levels are Bronze, Silver and Gold. A young person may choose to participate at any time and any level, keeping in mind the prescribed age requirements.

- **Bronze.** For youth over the age of 14. There is a minimum 6-month period of participation.
- **Silver.** For youth over the age of 15. There is a minimum 12-month period of participation.
- **Gold.** For youth over the age of 16. There is a minimum 18-month period of participation.

If a participant has completed a prior level, the period of participation is decreased by six months. (e.g., a cadet who has completed the Bronze level can complete the Silver level in six months).

The Award's activities are arranged into sections, and within each section there are many choices. There are five sections to the program. The four common sections are:

- service,
- adventurous journey,
- skills, and
- physical recreation.

At the Gold level, participants have to complete a residential project.

SERVICE

Service is a commitment to the needs of others without pay. The goal of the service section is to encourage participants to realize that as members of a community, they have a responsibility to others and that their help is needed. By helping others, it is hoped that participants will find satisfaction sparking a commitment to community service for life.

ADVENTUROUS JOURNEY

The goal of the adventurous journey is to develop self-reliance by undertaking a journey of discovery. The adventurous journey encourages participants to develop an awareness of the natural environment, and the importance of protecting it.

The distance the cadet must travel and the duration of the journey varies for each level of the Award:

- Bronze – two days including one night away,
- Silver – three days including two nights away, and
- Gold – four days including three nights away.

The hours the cadet must spend on planned activities varies for each level:

- Bronze – an average of six hours per day,
- Silver – an average of seven hours per day, and
- Gold – an average of eight hours per day.

There are three types of journeys that can be undertaken:

- **Explorations.** A purpose with a trip. During this journey, participants must spend a minimum of 10 hours on journeying (moving without motorized assistance). The remainder of the time is spent on a special activity, (e.g., historic site exploration, or studying flora and fauna). Explorations must involve pre-journey research, on-site study, and a report on the findings.
- **Expeditions.** A trip with a purpose. An Expedition is a journey where participants stay at a different campsite each night. The required hours will be spent on journeying, navigating and route finding. This may include tasks related to the purpose of the expedition.

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- **Adventurous Projects.** An Adventurous Project is a journey that does not fit the above descriptions exactly, or may be a combination of the two. This type of journey would be used by those with medical restrictions or who require more challenges.

All Explorations, Expeditions and Adventurous Projects must have a clearly defined and a preconceived purpose.

SKILLS

The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities. Skills can be either a progressive activity such as stamp collecting, playing a musical instrument, a study of a topic of personal interest such as money matters, or a definite task such as building something.

PHYSICAL RECREATION

The goal of the physical recreation section is to encourage participation in physical activity and provide an opportunity to improve performance and learn to appreciate physical recreation as an important component of a healthy lifestyle.

Participation in one or more physical activities for the required number of weeks:

- Bronze – 30 hours over a minimum of 15 weeks,
- Silver – 40 hours over a minimum of 20 weeks, and
- Gold – 50 hours over a minimum of 25 weeks.

Improvement of overall performance is essential for qualification in this section.

RESIDENTIAL PROJECT

The goal of the residential project is to develop social adaptability through involvement in a group setting. It involves participants in projects or training in the company of peers who are not their everyday companions. The residential project is applied only at the Gold level, but can be completed at any time during award participation.

The CCO offers many opportunities for participants to work toward completing their respective level. Within the Sea Cadet program, many opportunities exist for cadets to meet the requirements of the Award. Beyond the opportunities listed, many other opportunities may also exist, especially in very active cadet corps. Some examples of cadet activities that meet the Award requirements are:

- **Service**
 - participating in community service activities as part the Phase Training program;
 - participating in opportunities as a senior cadet when instructing junior cadets during the corps program;
 - helping with the corps newsletter;
 - volunteering to help the Royal Canadian Legion during poppy days; and
 - participating in a band demonstration where the corps does not receive funds in return.
- **Adventurous Journey**
 - participating in a tall ship deployment;
 - participating in overnight whaler/cutter exercises as part of CSTC training; and
 - participating in any other overnight exercise aboard a sailing vessel as part the corps' nautical training weekend or regional/national directed activities.
- **Skill**
 - participating in the sailing team;
 - participating in the corps band;
 - participating in the marksmanship team; and
 - participating in the drill team.
- **Physical Fitness**
 - participating in recreational sports at the corps;
 - participating in cadet fitness assessments; and
 - participating in recreational sports as part of the CSTC Program.
- **Residential Project**
 - participation in any qualification at a CSTC.

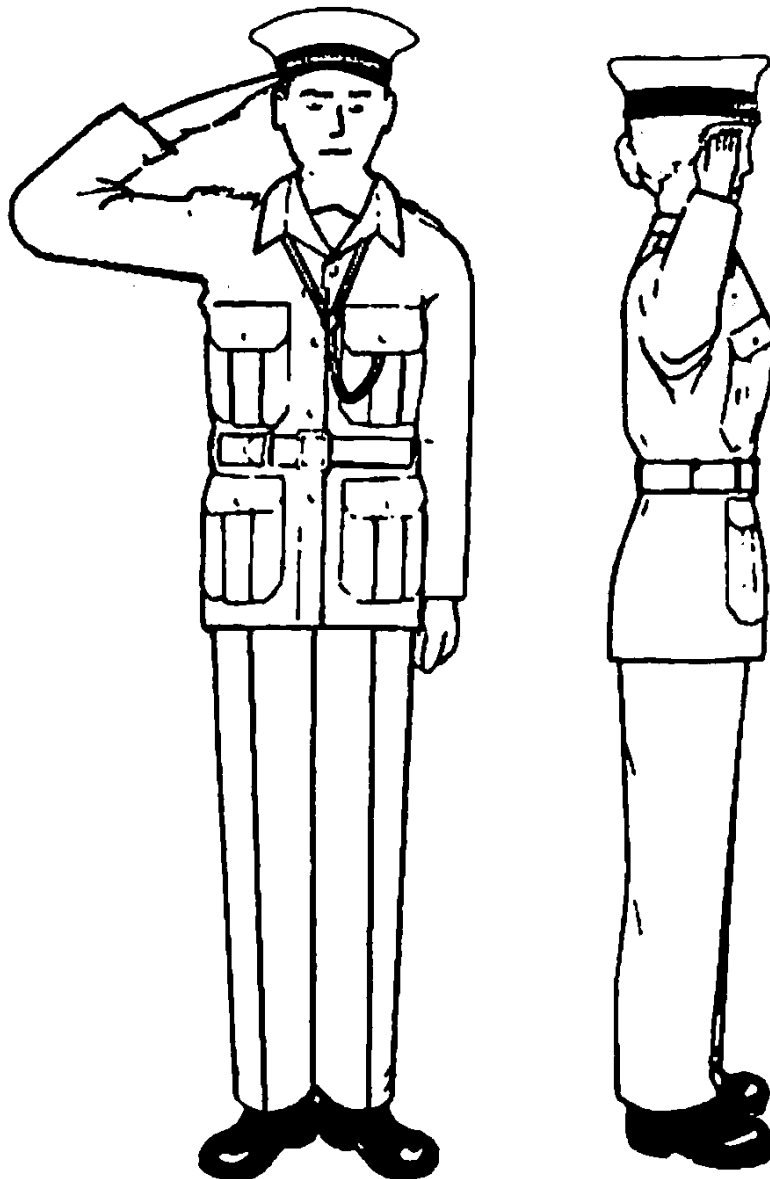
In addition to all the award requirements that are recognized as part of the Cadet Program, many activities cadets participate in outside the corps also count toward the award, such as:

- volunteer activities,
- extracurricular sports teams,
- school clubs, and
- hobbies.

CLOSING STATEMENT - The Duke of Edinburgh Award program is one of the largest award programs for youth across the world. Informing cadets about the program will encourage them to participate in the program. It will give them positive experiences to move toward in both the Cadet Program and in life.

PO 308 - DRILL

- M308.01 Prepare a Squad for Parade
- M308.02 Deliver Words of Command
- 308 Performance Check
- C308.01 Execute Flag Party Drill
- C308.02 Deliver Words of Command
- C208.01 Practice Ceremonial Drill as a Review
- C208.02 Execute Drill with Arms



EO M308.01 – PREPARE A SQUAD FOR PARADE

IMPORTANCE - It is important for cadets to be able to prepare a squad for parade as they will be in placed in a team leader role and will need to know the formations and locations of all members on the parade square.

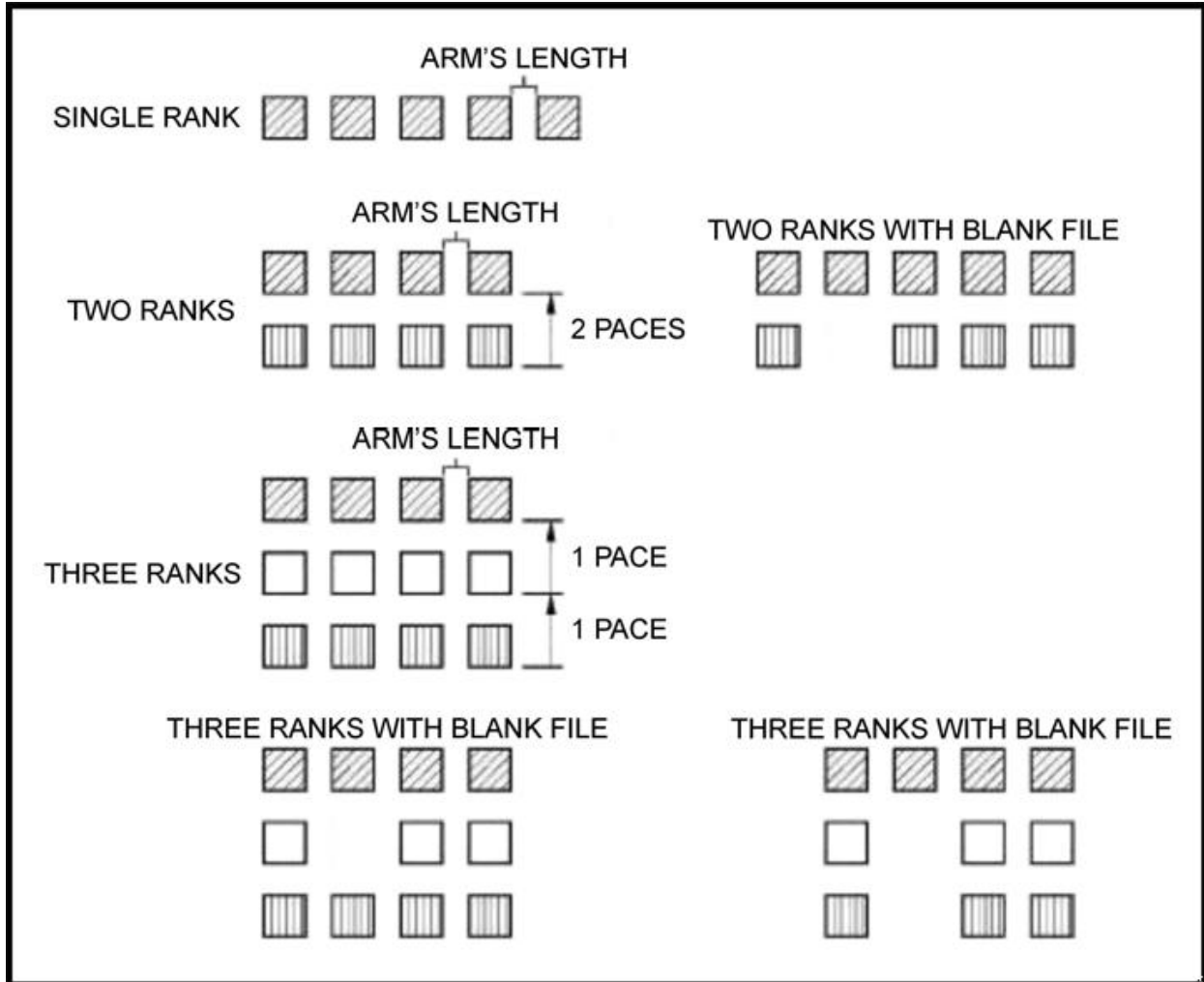
SQUAD FORMATIONS

Squad formations are essential to maintain control and ensure uniformity. The instructor shall determine the formation to be used, based on the number of cadets present, to include:

Single Rank. A single rank shall be formed when there are five or fewer cadets.

Two Ranks. Two ranks shall be formed when there are six to nine cadets.

Three Ranks. Three ranks shall be formed when there are 10 or more cadets.



The symbol for the Coxswain (Coxn) is:



The symbol for the Regulating Petty Officer (RPO) is:



The symbol for Divisional Petty Officer (DPO) is:



The symbol for the Assistant DPO (ADPO) is:



The symbol Division Marker (Marker) is:



COMPANY FORMATIONS

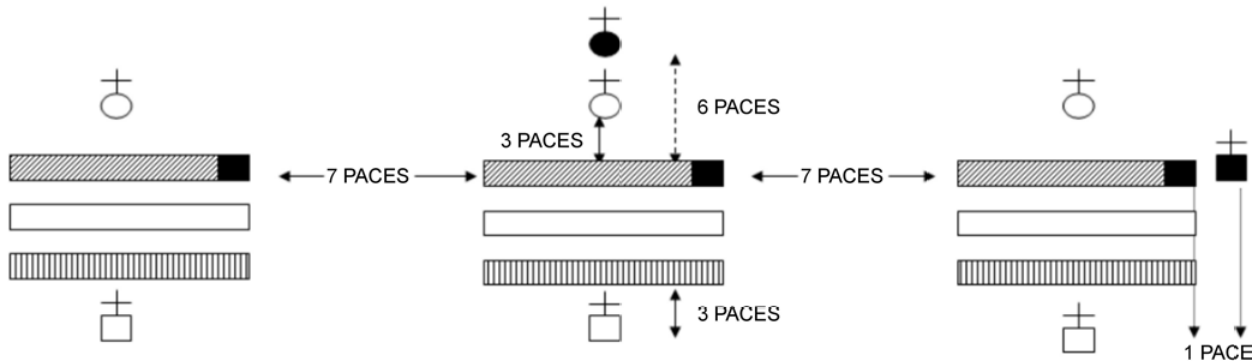
A company consists of two or more divisions. The aim of company drill is to manoeuvre the company as one under the command of a Coxn and assistance of a CPO2. Other senior non-commissioned officers (NCOs) not directly involved with the divisions, shall be

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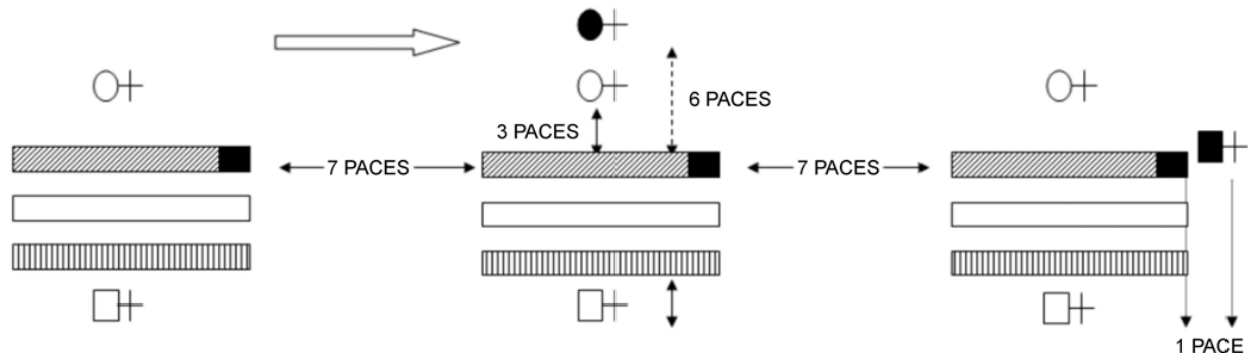
supernumeraries and form supernumerary ranks as directed by the Coxn. There shall be seven paces between divisions for all formations.

There are three company formations used by cadets, to include:

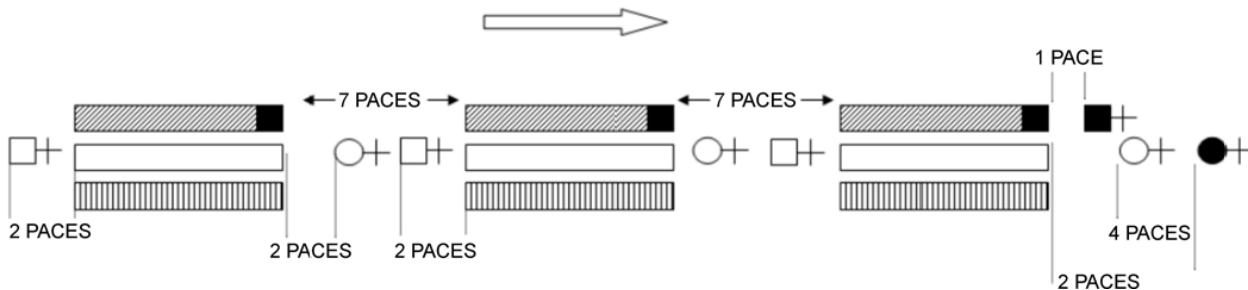
Line. A company is formed in line when divisions are formed up side-by-side, seven paces apart and aligned facing the front, with parade appointments located in the front and rear of the formation



Column of Threes. A company is formed in column of threes when divisions are turned to the right or left of the front, with parade appointments located in their positions in the front and rear of the formation and turned to the right or left with the division



Column of Route. A company is formed in column of route when divisions are turned to the right or left, with parade appointments positioned to lead or follow the formation



LOCATION OF PARADE APPOINTMENTS

The unique nature of the cadet unit allows for the adjustment of parade positions to be filled by cadet Pos and cadet senior NCOs. The following parade positions are normally filled by cadets when conducting a formal parade:

Coxswain (Coxn). With a company in line or in column of threes, the Coxn is centred three paces in front of the line of division commanders, facing the same direction as the divisions except when addressing the company. With a company in column of route, the Coxn is centred four paces in front of the leading division.

Chief Petty Officer Second Class (CPO2). The CPO2 is an appointment that is seldom assigned in a cadet corps. If applicable, the CPO2 is centred three paces in front of the second single file from the right flank of the company and in line with the CPO2.

Divisional Petty Officer (DPO). With a company in line or in column of threes, the DPO is centred three paces in front of the division. With a company in column of route, the DPO is centred two paces in front of their division.

Assistant Divisional Petty Officer (ADPO). With a company in line or in column of threes, the ADPO is centred three paces in rear of the division. With a company in column of route, the ADPO is centred two paces in the rear of their division.

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Division Marker (Marker). The marker is the individual placed in the first rank of the first file to indicate the position which a body of cadets will occupy when covering and falling in. In all squad and company formations, the marker remains in the same location.

CLOSING STATEMENT - When preparing a squad for parade with confidence and determination, it will affect how cadets respond to the orders given. Delivering words of command can allow a squad to move as a team in an organized and efficient manner as all members learn to work together.

EO M308.02 – DELIVER WORDS OF COMMAND

IMPORTANCE - It is important for cadets to know how to deliver words of command. Words of command that are delivered in a clear and concise manner, with confidence and determination, will affect how cadets respond to orders. Words of command are required to move a division in an organized and efficient manner.

CAUTIONARY COMMAND

A cautionary command shall be given at the beginning of every command to warn the squad that a movement will be performed. It includes additional instructions to the command such as “advance” or “retire”.

The additional instructions are based on the direction a squad falls in. In general:

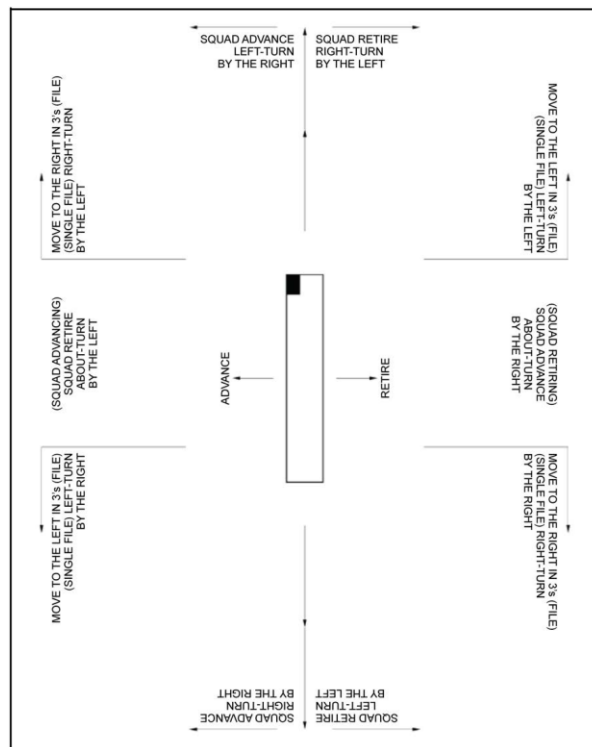
- **Advance.** Indicates a turn or movement in the direction of the front rank (is used whenever turning into line).
- **Retire.** Indicates a turn or movement in the direction of the rear rank (is used whenever turning into line).
- **Move to the Right/Left.** Indicates a turn or movement in the direction of the indicated flank (e.g., the right/left markers).

EXECUTIVE COMMAND

An executive command is to signal that the movement is to be carried out. When written, a dash shall separate the cautionary command from the executive command. The following are examples of words of command. In these examples, the word “TURN” indicates the executive command.

- “SQUAD RETIRE, RIGHT—TURN,”
- “SQUAD ADVANCE, LEFT—TURN,” and
- “SQUAD MOVE TO THE RIGHT IN COLUMN OF ROUTE, RIGHT—TURN.”

On the march, the cautionary command should be drawn out over at least two paces of quick time and the interval between the cautionary and executive commands should be two paces.



VOICE

The voice used to deliver commands has a strong effect on how others will respond. The following points should be considered:

Volume. The volume used to deliver a command is very important in drill. Often, commands must be presented to a group over a band or over other cadets giving commands to another group. The volume should be adjusted based on the number of individuals, the distance the command must carry and whether there is a band or not.

Projection. The projection of the voice is its ability to reach a desired distance. Erect posture, proper breathing, a relaxed throat and an open mouth will help a voice project.

Distinctness. How clearly and distinctly a command is pronounced will affect how others respond. If a command is not clear and distinct some cadets may not understand the command and perform the wrong movement. Clear enunciation and pronunciation of commands is key in distinctness.

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Inflection. Inflection is the change in pitch of the voice. The cautionary command is usually started with a pitch near the level of the normal speaking voice and rising toward the end. The executive command should not have any change in inflection but should be delivered with a higher pitch than the cautionary command.

Snap. The snap of a command is the quality that demands an immediate response. It expresses the confidence and decisiveness of the commander.

ACCURACY

Commands must be given with accuracy at all times. Proper use of cautionary commands will alert the cadets to what is coming. The executive command will signal the cadets that the movement is to be carried out. When delivering executive commands on the march, it is important that it be delivered on the correct foot.

CONFIDENCE

All words of command must be given with confidence. This portrays that it is an order that must be promptly and smartly obeyed. A command delivered with confidence will help build a sense of security in the commander from the members of the squad.

CORRECT POSTURE

Poor posture restricts the ability to breathe deeply as it restricts the movement of the diaphragm. Maintaining good posture will allow a cadet to breathe deeply allowing the command to come deep from the diaphragm instead of from the throat causing less strain on the throat and allowing the command to be given with more volume.

BREATHING CONTROL

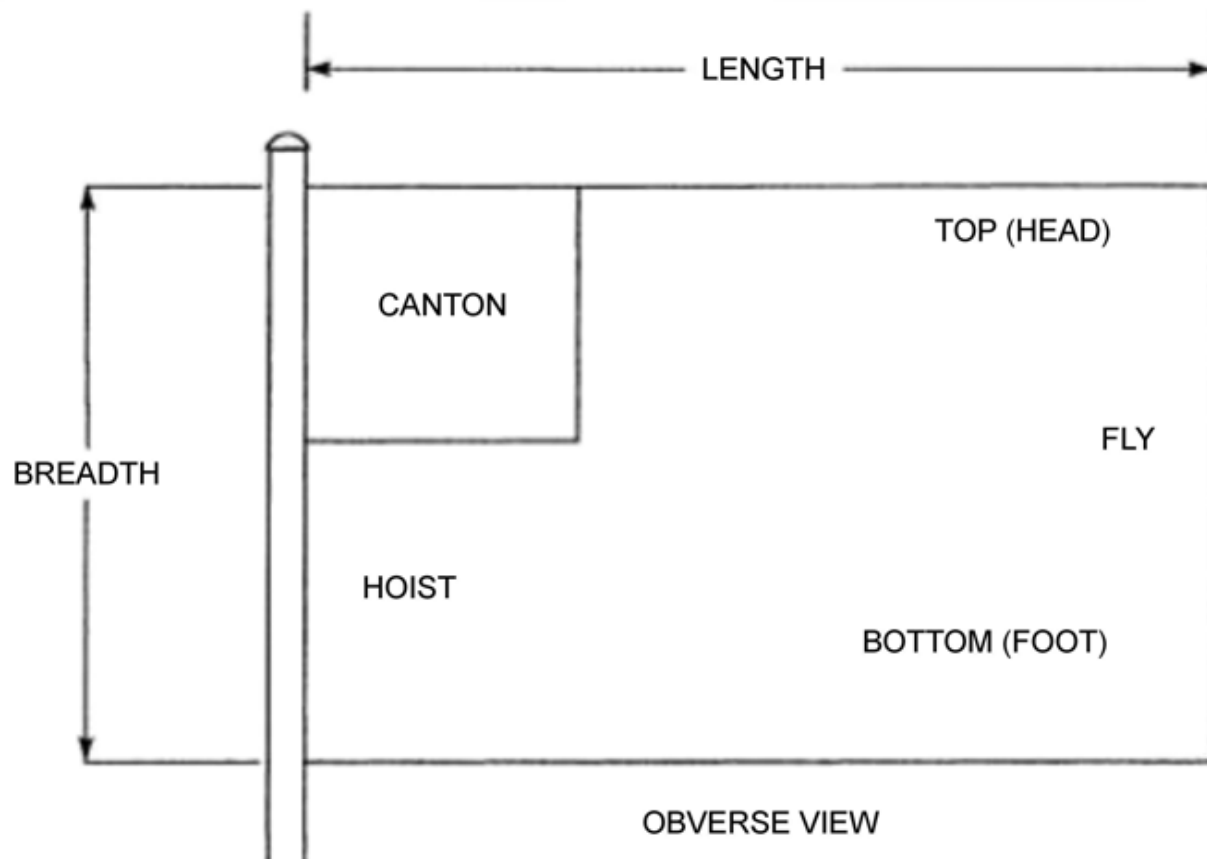
Breathe deeply and relax the muscles in the neck and vocal cords in order to give the voice more control and a higher volume. This will allow the voice to come from deep in the diaphragm instead of higher in the throat.

CLOSING STATEMENT - When words of command are delivered in a clear and concise manner and with confidence and determination, it will affect how cadets respond to the order. Delivering words of command can allow a division to move as a team in an organized and efficient manner as all members learn to work together.

EO C308.01 – EXECUTE FLAG DRILL

IMPORTANCE - It is important for cadets to execute flag drill so they are able to take part in ceremonies and parades as members of the flag party at the corps, cadet summer training centre (CSTC) and other community events as required. Colours and flags have many meanings and are symbols of such things as achievements, nationality and identity. It is considered an honour to be a member of the flag party.

FLAGS



Flags. As a generic term (including colours), flags are pieces of bunting or other material, attachable to a pike, staff or halyard, and used as a means of identification or for signalling.

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Canton. The upper half of the hoist. It is also called the First Quarter and sometimes the Upper Hoist. The canton is considered the place of honour on a flag.

Hoist. The half of the flag nearest to the halyard.

Halyard. The rope that raises or lowers a flag.

Fly. The half of the flag furthest from the halyard.

Staff (Flagstaff). A pole on which a flag is mounted for display.

Commanding Officers of cadet corps and CSTCs shall ensure that flags and banners are not referred to as colours, adorned with honours or consecrated and not issued at public expense.

Flags are used to identify individuals and groups. Many flags which originated as the insignia of individuals gradually came to represent the state or agencies within the state.

Authorized Flags and Banners

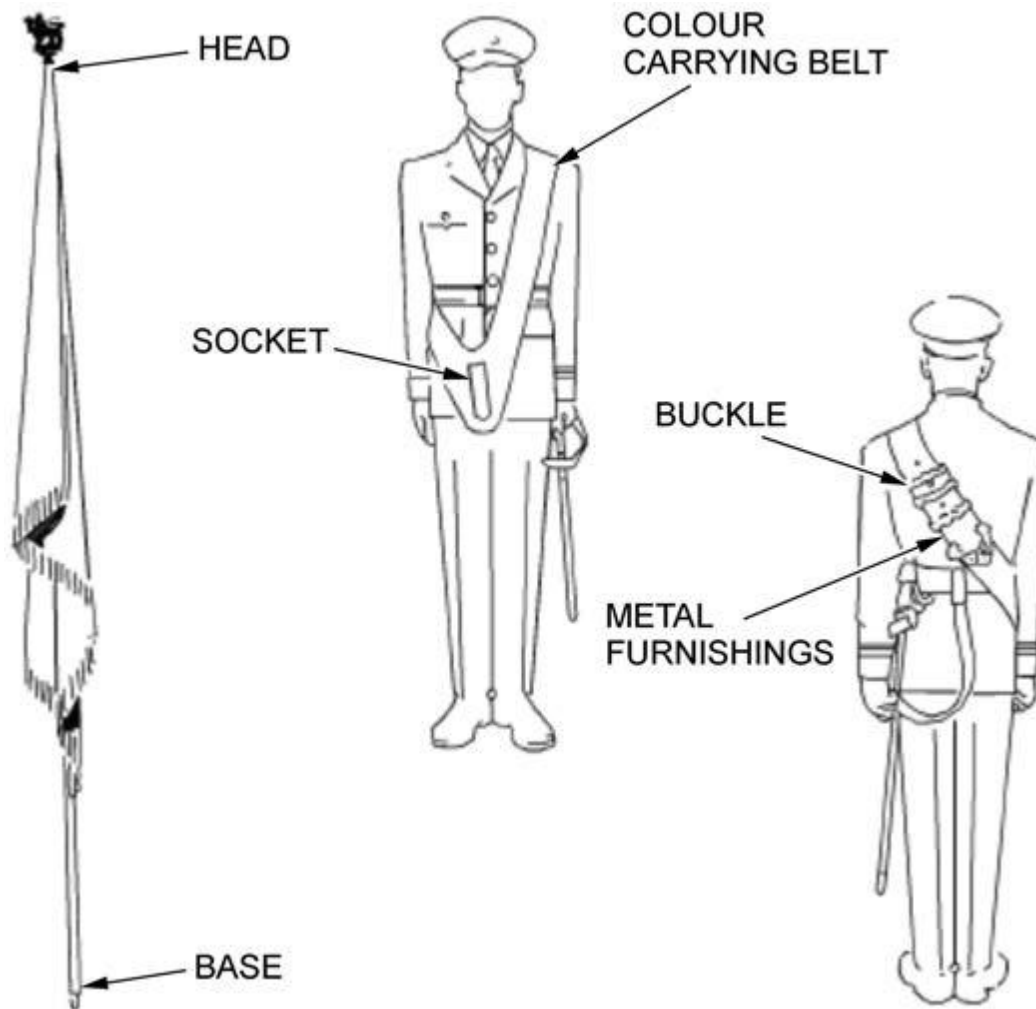
The following is a list of flags and banners that may be carried on parade by cadet units:

1. the Royal Canadian Sea Cadets Ensign,
2. the Royal Canadian Army Cadets Flag,
3. the Royal Canadian Air Cadets Ensign, and
4. the Royal Canadian Air Cadets Squadron Banner.

The following is a list of flags and banners that should only be carried on ceremonial parades to indicate a cadet formation:

1. the Royal Canadian Army Cadets Banner,
2. the Royal Canadian Army Cadets Trumpet Banner,
3. the Royal Canadian Army Cadets Pipe Banner,
4. the Royal Canadian Air Cadets Banner, and
5. the Royal Canadian Air Cadets Pipe Banner.

THE PIKE



Pike. A pole on which colours or other flags are mounted for carrying or displaying.

Pike Head. The decorative ornament (finial) on the top of a pike, staff or pole.

COLOUR CARRYING BELT

The colour carrying belt is worn over the left shoulder by members of the flag party carrying flags. The socket is the "pocket" where the pike base is placed while the flag is in the carry position.

COMPOSITION OF A FLAG PARTY

LEGEND



Senior Flag



Junior Flag



Escort



The composition of a flag party carrying one flag consists of the flag party commander (cadet carrying the flag) and two escorts (cadets on either side of the flag).

The composition of a flag party carrying two flags consists of one senior escort (cadet between the flags), the flag party commander and one flag bearer (cadets carrying the flags) and two senior NCOs (cadets directly behind the flags).

The flag party commander and/or flag bearer is appointed to carry, handle and protect the flags. The senior escort and/or escort are appointed to safeguard the flags. They remain with the flags and may or may not carry drill-purpose rifles.

Normally, the national flag does not have an escort. It may be given an escort with a drill-purpose rifle if the cadets on parade are carrying drill-purpose rifles.



To assume the position of the order (attention), the cadets shall:

1. Stand with heels together and in line, with the feet turned out to form an angle of 30 degrees.
2. Maintain balance and distribute weight evenly on both feet.
3. Keep the shoulders squared and to the front.
4. Hold the head erect with the neck touching the back of the collar, eyes steady, looking directly to the front.
5. Hold the pike vertical in the right hand, along the right side.
6. Keep the base of the pike on the ground at the right foot in line with the small toe.
7. Hold the pike and flag with an all-round grasp with the right hand, with the back of the hand pointed outwards at the point of the pike where the lowest corner of the flag hangs.
8. Ensure the flag hangs naturally down the pike and is not pulled taut.
9. Keep the right elbow at the side.

10. Hold the left arm at the position of attention.

STAND AT EASE FROM THE ORDER



On the command, **STAND AT—EASE**, the cadets shall:

1. bend the left knee and place the left foot smartly on the ground 25 cm (approximately 10 inches) to the left;
2. maintain the left arm in the position of attention; and
3. maintain the pike and flag in the position of the order.

STAND EASY FROM STAND AT EASE

On the command, **STAND—EASY**, the cadets shall:

1. maintain the feet at the position of stand at ease;
2. keep the left arm at the side; and
3. relax the body.

STAND AT EASE FROM STAND EASY

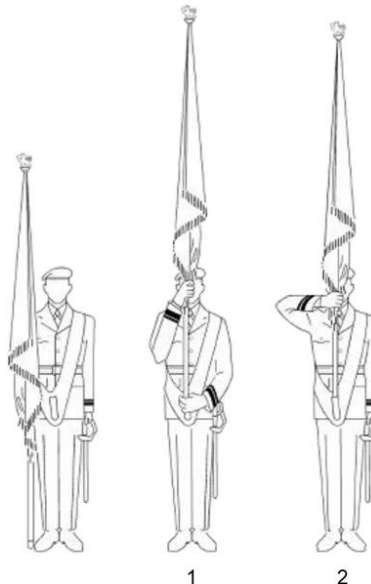
On the command, **SQUAD**, the cadets shall resume the position of stand at ease.

ORDER FROM STAND AT EASE

On the command, **ATTEN—TION**, the cadets shall:

1. bend the left knee and bring the left foot to the position of attention, keeping the left arm at the side; and
2. maintain the pike and flag in the position of the order.

CARRY FROM THE ORDER



On the command, **CARRY—FLAGS**, the cadets shall:

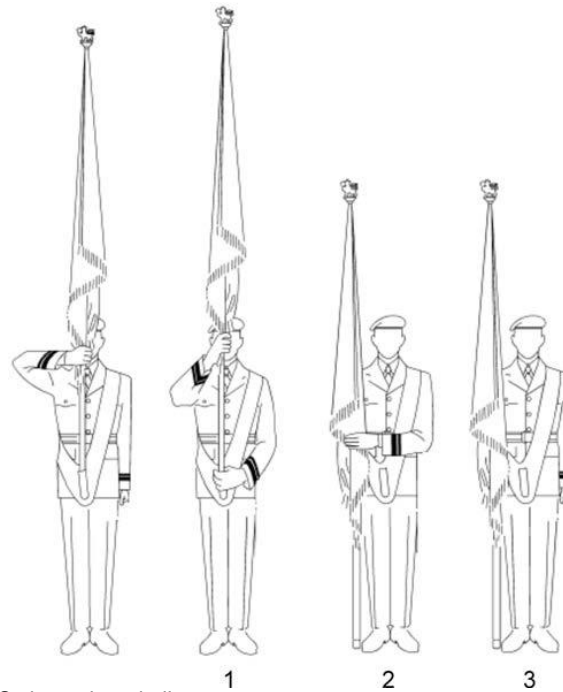
1. on the first movement:
 - (a) with the right hand, carry the flag to a vertical position in front of the centre of the body, keeping the right forearm along the side of the pike, and keeping the base of the pike just over the socket of the carrying belt; and
 - (b) simultaneously, bring the left hand to the socket and guide in the base of the pike; and

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2. on the second movement:

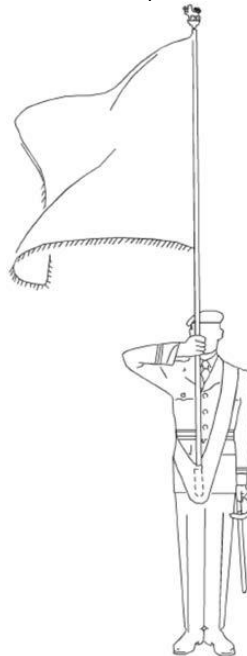
- (a) cut the left hand to the side in the position of attention; and
- (b) simultaneously, bring the right forearm parallel to the ground so that upon completion of the Movement, the right hand is opposite the mouth with the back of the right hand facing out, the wrist straight and the forearm parallel to the ground.

ORDER FROM THE CARRY



On the command, ORDER—FLAGS, the cadets shall:

1. on the first movement:
 - (a) bring the right forearm from a horizontal to a vertical position along the pike and with the right hand, raise the pike clear of the socket of the carrying belt; and
 - (b) simultaneously, bring the left hand to the socket to steady the pike and the carrying belt; and
2. on the second movement:
 - (a) carry the flag with the right hand to the position of the order; and
 - (b) simultaneously, move the left hand across the body to steady the pike with the forearm parallel to the ground, the back of the hand facing out, and the fingers of the left hand together, extended and pointing to the right; and
3. on the third movement, cut the left hand to the side in the position of attention.



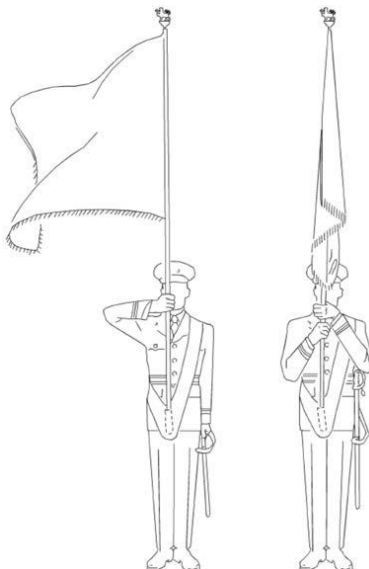
On the command LET FLY THE—FLAG(S), the cadets shall:

1. maintain the grip of the pike; and
 2. simultaneously release the flag with a downward movement of the right hand.
- This drill movement is also used on the commands:
- GENERAL SALUTE—SALUTE; and

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- EYES—RIGHT during a march past (the flag is let fly on the next left foot).

CATCH THE FLAG FROM THE LET FLY



On the command, CATCH THE— FLAG(S), the cadets shall:

1. on the first movement:
 - (a) grasp the flag with the left hand and bring it in to the pike; and
 - (b) simultaneously, grasp the corner of the flag with the right hand, back of the hand outwards, at the point of the pike where the lowest corner of the flag reached; and
2. on the second movement, cut the left hand to the side to the position of attention and raise the right forearm to the horizontal position.

This drill movement is also used on the commands:

- ATTEN—TION following the General Salute; and
- EYES—FRONT during the march past.

MARCHING AND HALTING IN QUICK TIME WITH FLAGS

On the command, QUICK—MARCH, the cadets shall:

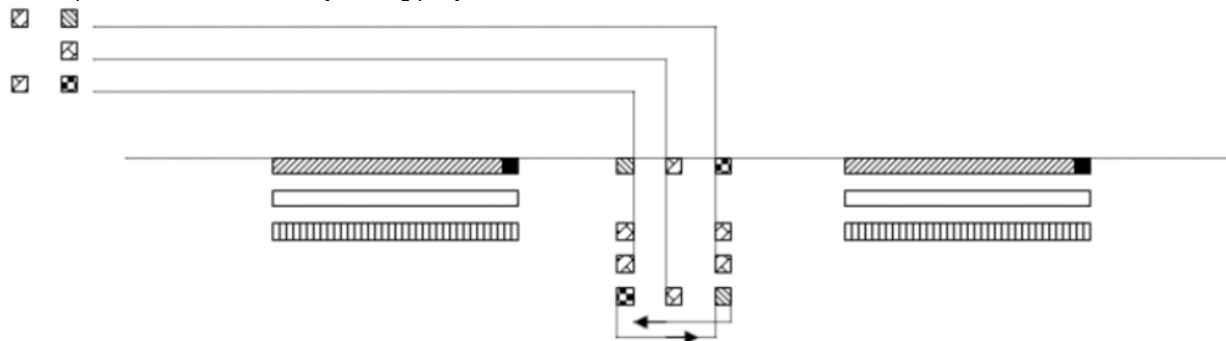
1. shoot the left foot forward one half pace (35 cm [14 inches]), with the toe up;
2. strike the heel on the ground first and keep the toe pointed directly forward;
3. simultaneously, swing the left arm back waist high;
4. maintain the right arm in the position of the carry; and
5. continue to march with subsequent standard paces (75 cm [30 inches]).

On the command, SQUAD—HALT, the cadets shall:

1. place the right foot flat on the ground naturally, using the heel as a brake;
2. simultaneously swing the left arm forward, breast-pocket high;
3. take a half pace (35 cm [14 inches]) with the left foot, placing it flat on the ground, swinging the left arm back;
4. bend the right knee and straighten it in double time; and
5. simultaneously, cut the left arm to the side as quickly as possible and assume the position of attention.

SPIRAL COUNTERMARCHING WITH FLAGS

An adapted form of the spiral countermarch is used to reverse the direction that the flag party is facing without using as much space as is required for a double wheel by the flag party.

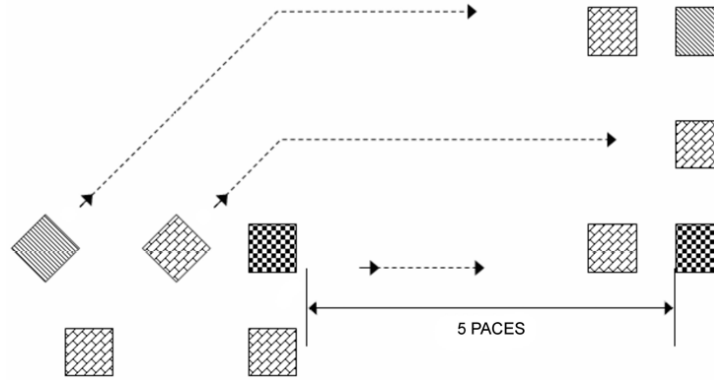


On the command, FLAG PARTY, SPIRAL COUNTER—MARCH:

1. all cadets shall maintain the same cadence;
2. the cadets in the file on the right shall perform two consecutive left wheel movements;
3. the cadets in the centre and the file on the left shall perform two consecutive right wheel movements; and

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4. the escorts in the rear rank shall follow the flag bearer to their front into position while maintaining dressing.
CHANGE DIRECTION BY FORMING AT THE HALT



To change direction by forming at the halt to the halt, the following movements shall occur:

On the command **AT THE HALT, CHANGE DIRECTION RIGHT (LEFT), RIGHT (LEFT)—FORM:**

1. the leading person on the directing flank turns right (left);
2. simultaneously, the remainder of the front rank makes a right (left) incline; and
3. the rear ranks stand fast.

On the command **QUICK—MARCH:**

1. the leading person of the directing flank marches forward five paces and halts;
2. simultaneously, the remainder of the squad steps off, wheeling as necessary to regain their original position to the left (right) of the directing flank; and
3. each successive file halts in succession from right to left (left to right), facing the new direction.

CHANGE DIRECTION BY FORMING ON THE MARCH

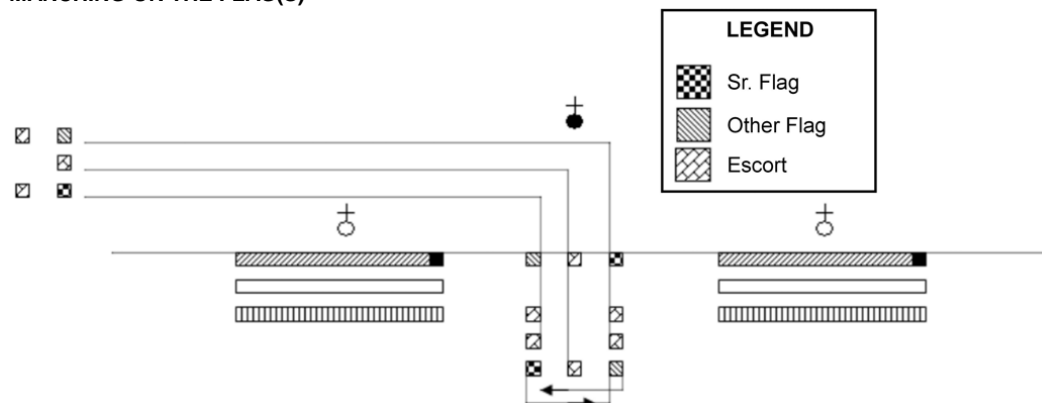
To change direction by forming on the march, the following movements shall occur:

On the command **CHANGE DIRECTION RIGHT (LEFT), RIGHT (LEFT)—FORM:**

1. the leading person of the directing flank makes a right (left) turn, marches forward six paces and marks time;
2. simultaneously, the remainder of the front rank makes a right (left) incline and steps off toward the new position in line with the right (left) flag;
3. the remainder of the squad wheels as necessary to regain their original position to the left (right) of the directing flank; and
4. each successive file marks time, in succession from right to left (left to right), facing the new direction.

On the command **FOR—WARD** or **FLAG PARTY—HALT**, the squad acts as ordered.

MARCHING ON THE FLAG(S)



On the command, **MARCH ON THE—FLAG(S)**, members of the flag party shall perform the following:

1. the flag party commander shall order the cautionary **FLAG PARTY**;
2. the parade commander shall order **TO THE FLAG(S)—SALUTE**; and
3. the flag party commander shall order **BY THE RIGHT (CENTRE), QUICK—MARCH**.

The flag party shall march to its position by a series of forms.

On the command, **FLAG PARTY, SPIRAL COUNTER—MARCH:**

1. all cadets shall maintain the same cadence;
2. the cadets in the file on the right shall perform two consecutive left wheel movements;
3. the cadets in the centre and the file on the left shall perform two consecutive right wheel movements; and
4. the escorts in the rear rank shall follow the flag bearer to their front into position while maintaining dressing.

The series of forms shall be conducted as follows:

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1. On the command FLAG PARTY, QUICK—MARCH, the flag party shall move as a unit to a location on the parade square centred on the parade commander.
2. On the command FLAG PARTY, CHANGE DIRECTION RIGHT (LEFT), RIGHT (LEFT)—FORM, the flag party shall perform a right (left) form on the march. Upon completion of the form, the cadets shall mark time.
3. The flag party shall resume marching on the command FOR—WARD.
4. The flag party shall perform a spiral countermarch.
5. Upon completion of the spiral countermarch, the flag party shall move to a predetermined location on the parade square.
6. Upon halting in its parade position, the flag party commander orders FLAG PARTY, TO THE FLAG(S) —SALUTE.

Until the flag party is ordered off at the conclusion of the parade, it shall execute the parade commander's commands rather than the flag party commander's commands, except in the following circumstances:

- During an inspection, the flag shall remain in the carry position when the parade commander orders the squadron AT—EASE.
- When required to move to a flank independently, the flag party shall do so under command of its flag party commander by executing forms at the halt or on the march.

MARCHING OFF THE FLAG(S)

On the command, MARCH OFF THE—FLAG(S), members of the flag party shall perform the following:

1. the flag party commander shall order the cautionary FLAG PARTY;
2. the parade commander shall order TO THE FLAG(S)—SALUTE; and
3. the flag party commander shall order BY THE RIGHT (CENTRE), QUICK—MARCH.

The series of forms shall be conducted as follows:

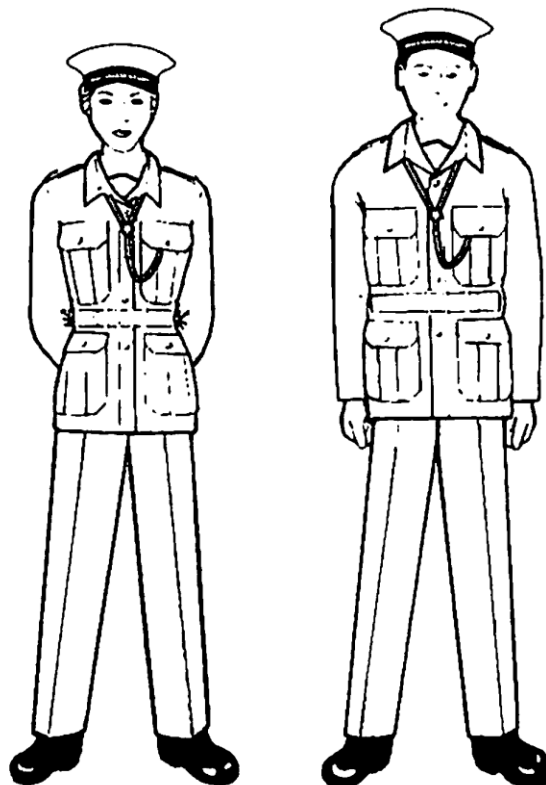
1. On the command FLAG PARTY, QUICK—MARCH, the flag party shall move as a unit to a location on the parade square centred on the parade commander.
2. On the command FLAG PARTY, CHANGE DIRECTION LEFT (RIGHT), LEFT (RIGHT)—FORM, the flag party shall perform a left (right) form on the march. Upon completion of the form, the cadets shall mark time.
3. The flag party shall resume marching on the command FOR—WARD.
4. The flag party shall move to the left (right) flank and march off the parade square.

CLOSING STATEMENT - Flag drill is the foundation for all other flag drill movements. Drill develops many qualities through self-discipline and practice. Drill that is well-rehearsed, closely supervised and precise is an exercise in obedience and alertness that creates teamwork.

EO C308.02 – DELIVER WORDS OF COMMAND

IMPORTANCE - It is important for cadets to know how to deliver words of command, as words of command that are delivered in a clear, concise manner, with confidence and determination, will affect how cadets respond to orders. Words of command are required to move a division in an organized and efficient manner.

CLOSING STATEMENT - When words of command are delivered in a clear and concise manner and with confidence and determination, it will affect how cadets respond to the order. Delivering words of command can allow a division to move as a team in an organized and efficient manner as all members learn to work together.



PO 309 – INSTRUCTION

- M309.01 Explain Principles of Instruction
- M309.02 Identify Methods of Instruction
- M309.03 Describe Effective Speaking Techniques
- M309.04 Describe Questioning Techniques
- M309.05 Select Appropriate Instructional Aids
- M309.06 Plan a Lesson
- M309.07 Instruct a 15-Minute Lesson
- 309 Performance Check
- C309.01 Deliver a One-Minute Verbal Presentation
- C309.02 Plan a Lesson
- C309.03 Instruct a 15-Minute Lesson
- C309.04 Identify Formations for Drill Instruction
- C309.05 Plan a Drill Lesson
- C309.06 Instruct a 15-Minute Drill Lesson

EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION

IMPORTANCE - It is important for the cadets to explain the principles of instruction and how they are applied when planning and instructing a lesson to make training enjoyable and successful and to help the instructor make informed decisions while in front of a class. The ability to keep a class interested, motivated and eager to learn are invaluable skills that will provide a positive learning experience for the cadets.

THE PRINCIPLES OF INSTRUCTION

In order to create an environment that promotes participation and learning, an instructor follows a set of guidelines or principles to plan and instruct a lesson. The following are the fundamental guidelines known as the principles of instruction:

- **Interest.** Cadets are more receptive to learning when they are curious and have an emotional connection to a topic. The instructor must arouse, create and maintain the interest of the cadets. Without interest, the cadets will be less inclined to listen and will not learn.
- **Comprehension.** Comprehension or understanding relates to the cadet's ability to understand the material taught. The cadets' readiness to learn new material is influenced by what has previously been taught; new content should not exceed the knowledge level of the cadets. If the cadets do not understand, they are unable to learn.
- **Emphasis.** During a period of instruction, there will be some information that may be of particular importance. The instructor can emphasize this important information through the use of voice control, training aids and in-class activities.
- **Participation.** Cadets are more likely to retain information if they are both mentally and physically involved in learning. The instructor should conduct activities that contain action, activity and excitement. Cadets learn by doing.
- **Accomplishment.** The lesson must impart a sense of accomplishment to each cadet. The cadets should leave the class with the satisfaction that they were able to accomplish something in the lesson.
- **Confirmation.** Confirmation is an essential part of learning and instructing. It gives both the instructor and the cadet the opportunity to see how well the information is understood.

CLOSING STATEMENT - Describing the principles of instruction and knowing how to apply them when planning and instructing a lesson assists in making training enjoyable and successful and helps the instructor make informed decisions while in front of a class. The ability to keep a class interested, motivated and eager to learn are invaluable skills that will provide a positive learning experience.

EO M309.02 – IDENTIFY METHODS OF INSTRUCTION

IMPORTANCE - It is important for cadets to know that there are many methods of instruction that can be used for knowledge and skill lessons. Varying the method of instruction is one way for instructors to create interest and encourage learning.

TYPES OF LESSONS

Knowledge and skill are the two types of lessons.

Knowledge Lesson

A knowledge lesson gives the cadets the theoretical aspects of a subject. The instructor presents basic information about a topic, typically following the who, what, where, when and why (5 Ws) format. Delivering an effective knowledge lesson requires the instructor to:

1. select an instructional method;
2. research the lesson information thoroughly;
3. summarize the information;
4. prepare questions to encourage class participation;
5. prepare questions for confirmation; and
6. prepare training aids.

Skill Lesson

A skill lesson demonstrates the skill to be learned in a step-by-step sequence. Conducting an effective demonstration requires the instructor to:

1. plan carefully;
2. breakdown the skill to be taught into sequential steps;
3. rehearse the sequence to ensure that it is accurate and clear;
4. prepare a written lesson plan;
5. prepare and/or obtain all material needed to demonstrate and practice the skill in advance;
6. organize the class so the demonstration can be seen;
7. allow the cadets to practice the steps under supervision;
8. provide assistance or re-demonstrate as necessary; and
9. allow the cadets to continue to practice under supervision until all have achieved the skill.

CLOSING STATEMENT - Being able to select a method of instruction appropriate for a given lesson is an important skill for an instructor. Cadets will be more likely to pay attention, participate in classroom activities, answer questions and generally have a positive learning experience if instructors select an appropriate instructional method and plan the learning activities.

EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES

IMPORTANCE - It is important for the cadets to describe elements of voice control and physical presence to be a confident instructor. The ability to effectively prepare for a presentation and control nervousness are invaluable skills that help to provide a positive learning experience for both the instructor and the trainee.

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ELEMENTS OF VOICE CONTROL

One of the most important and effective tools of communication is voice control. The ability to use voice control to communicate effectively and place emphasis on important information is a fundamental skill that will be used while in front of an audience.

Pitch. How high or low a voice is. A change in pitch usually does not add any significance to a message. However a pitch change will be noticed by the audience and will keep people involved.

Tone. The quality of the sound of a voice. Effective communicators will often change the tone of their voice to give emphasis to a single word or phrase to convey emotion and conviction.

Volume. The quantity or power of sound or fullness of tone. A change in volume often signifies emphasis on a particular phrase or point. Environmental factors such as outside noise and room size must be taken into consideration to ensure the audience can hear the message being sent.

Speed. The rate or rapidity in which words are spoken. Speaking too fast or too slow can be distracting to an audience. It is important to communicate at a pace that ensures the audience can understand every word being said.

Pause. A break in speaking or reading. A pause is an important part of the communication process. A pause gives the audience an opportunity to digest what has been said and to ask questions. A pause is also an effective way to announce a change in subject or an important point.

Articulation. The clear and distinct pronunciation of a word. It is important to properly pronounce and articulate words to ensure the audience can understand the message being sent.

ELEMENTS OF PHYSICAL PRESENCE

It is estimated that 93 percent of the total meaning of a message comes from non-verbal communication and only 7 percent of meaning comes from the words themselves. Being aware of physical presence and its effect on a message being sent is an important element of effective communication.

Body Language

Body language or non-verbal communication is the process of communicating through conscious and unconscious gestures and expressions. Understanding that body language affects how a message is received and interpreted is an important tool for communicating effectively.

Facial Expressions. While 93 percent of the total meaning of a message comes from non-verbal communication, most of that meaning is communicated by the eyes, eyebrows and mouth. The movement of the eyes, eyebrows and mouth can result in an infinite variety of expressions to complement the spoken word. It is important that facial expressions match the tone of the message being sent to create emphasis and believability. A smile is the most important of all facial expressions. A smile adds sincerity to a message and will add to the likeability of the individual in front of the audience.

Eye Contact. Maintaining eye contact is an effective way of engaging an audience and building interest. Pausing two or three seconds on each member of the audience will make them feel as though they are involved in a one-on-one conversation. It is important to look at the entire room and scan from left to right, back to front.

Gestures. The combination of hand, arm and shoulder movements can make a wide variety of gestures that can help add meaning to a message. Effective communicators will let their hands and arms move naturally to help give emphasis and emotion to a message. It is important not to point directly at members of the audience or let gestures become distracting.

Movement. Being aware of movement while in front of an audience is very important to communication. Movement will keep listeners engaged and interested in what is being said. Moving around the front of the room, toward and away from an audience and from side to side can help emphasize points. Too much or frantic movement can become distracting and will affect how a message is received.

Dress and Deportment. Effective communicators are aware of their dress and deportment. Audiences will react differently to an individual who is well dressed and acts professionally, than an individual who is poorly dressed and acts unprofessionally.

Dress. Effective communicators will always appear in clean, well-pressed and appropriate attire. Dressing appropriately for the event will help create confidence and credibility.

Deportment. An audience that sees an individual as being prepared, on time, appropriately dressed and confident will be much more receptive, than to an individual who is unprepared, late, poorly dressed and nervous. The most important element of deportment is displaying an interest in the subject; this will be noticed by the audience and will generate interest in the presentation.

Explain Effective-Speaking Preparation

Effective-speaking preparation is the most critical component of effective communication. Preparation will help to ensure confidence, control nervousness and increase the likelihood of success when in front of an audience.

The following are the steps to effective-speaking preparation:

1. **Practicing.** Proper rehearsal will aid in memorizing content, which will allow for more eye contact and movement while in front of an audience. Memorizing the introduction and conclusion are the two most critical elements; a strong introduction will aid in gaining confidence and will draw the interest of the audience, a strong conclusion will aid in leaving a lasting impression on the audience. If possible, practice in front of a small group, speak aloud even when practicing alone and always practice while standing.
2. **Controlling Nervousness.** The feeling of nervousness prior to speaking in front of a group is normal and often can help if channeled effectively. The following actions can be taken to control nervousness:
 - (a) **Room Layout.** Become familiar with the layout of the room prior to speaking.
 - (b) **Materials.** Ensure notes, handouts and presentation aids are organized.

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- (c) **Equipment.** Ensure any equipment being used is in working order and ready to use.
 - (d) **Practice.** Spend time going over notes and rehearsing content.
 - (e) **Attitude.** Enter the room with a smile and a positive and confident attitude.
 - (f) **Breathing.** Take a deep breath before entering the room. Slow down the delivery if necessary and breathe from the diaphragm while speaking, not from the chest.
3. **Identifying a Friendly Face.** While walking in front of an audience, identify a friendly face. Making eye contact with a friendly face while beginning to speak will often give confidence while beginning the introduction and ultimately lead to success when addressing an audience.

CLOSING STATEMENT - Knowing how to apply elements of voice control and physical presence will make instructing enjoyable and successful by helping develop presence while in front of an audience. The ability to effectively prepare for a presentation and control nervousness are invaluable skills that may help to develop a more confident instructor.

EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES

IMPORTANCE - Asking questions throughout a lesson helps the instructor to determine the cadets' level of comprehension of previously taught material, to create interest in the lesson and to confirm the cadets' comprehension of new material. Proper questioning techniques will help instructors ask questions properly to accomplish these goals and to develop confidence in their instructional abilities.

PURPOSES OF QUESTIONING

Questions that are carefully developed and incorporated into a lesson plan may improve learning. In fact, instructors' use of questions has such an impact on learning that it can be considered an indicator of their overall effectiveness. Instructors may improve their questioning technique by carefully planning what questions to ask, when and how to ask them so as to improve their instructional ability.

Questions can be posed throughout a lesson to:

- determine the cadets' level of comprehension of previously taught related material;
- create and maintain interest by keeping the cadets mentally alert and making them feel more involved in the lesson;
- guide and provoke thinking by carefully selecting questions and following answers with other questions as the lesson progresses; and
- confirm learning, especially for knowledge lessons, by asking questions at the end of each TP and at the end of the lesson.

QUALITIES OF A GOOD QUESTION

Questions used during a lesson should be written out ahead of time. Instructors who consistently pay attention to writing good quality questions will improve their instruction and learn to instinctively phrase good questions when the situation demands it during a lesson. The exact wording of a question is determined by its purpose and the situation in which it is asked. While the wording may vary, all questions should be:

- brief, complete and easily understood;
- stated clearly using simple language;
- a challenge to cadets to apply their knowledge;
- not so difficult that only a few cadets can answer; and
- relevant to the lesson by reinforcing and supporting the teaching points.

Describe Types of Questions

There are many types of questions but those most commonly recognized include:

Lead-Off. Questions, which are used to begin a lecture or start a discussion. This type of question does not necessarily require a verbal or written response and is designed to get the cadets thinking about the topic of the lesson or the issue being discussed.

Example: "What does being a good cadet mean to you?"

Follow-Up. Questions that are used to further stimulate the cadets' thinking about the topic of the lesson or point of discussion. As the name suggests they are supplementary questions related to the initial lead-off question or are questions, which are phrased on the spot to probe an answer to a previous question or extend a point of discussion.

Example: "Identify an item, just mentioned in question one, that can be considered both a good and bad cadet quality."

Overhead. Questions that are asked to the whole group without indicating who is to reply. There will be several answers to this type of question and everyone should be given a chance to respond.

Example: "Identify one factor that can determine if a cadet quality is good or bad."

Direct. Questions that are the opposite of overhead questions because someone is directed to answer. These questions can be used to draw in those who are reluctant to take part in discussions, to prompt cadets who are inattentive or to get a discussion back on track.

Example: "Cadet I.M. Reluctant, can you think of another factor which determines if a cadet quality is good or bad?"

Reverse or Relay. Questions are used to keep the discussion in the hands of the cadets. Instead of answering a question posed by a cadet the instructor can reverse the question and return it to the person who asked it or relay it to another member of the class.

Example: "Cadet C. Legs, can you answer Cadet I.M. Reluctant's question?"

CLOSING STATEMENT - The question is an important tool for the instructor. It is useful for instructors to know the purposes, qualities and types of questions but should keep in mind that this knowledge alone will not necessarily improve questioning technique. Carefully writing out questions before hand and asking them properly are just as important when using questions while instructing a lesson.

EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS

IMPORTANCE - It is important for cadets to know that selecting appropriate instructional aids is an important part of prelesson preparation. Using instructional aids during a lesson helps stimulate the cadets' interest and helps them comprehend and recall the new material.

INSTRUCTIONAL AIDS

Instructional aids consist of various types of learning support that emphasize and clarify teaching points.

Instructional aids include handouts, verbal support, audiovisual aids, simulators and real equipment.

Instructional aids can be produced locally or purchased externally but must:

- be relevant to the teaching point;
- support learning; and
- be appropriate to the cadets' background and needs.

Instructional aids can be categorized as:

- **Training Aids.** Training aids refer to all types of learning support instructors use to instruct the lesson.
- **Learning Aids.** Learning aids refer to all the materials the cadets use to participate in the lesson and comprehend the material.

CLOSING STATEMENT - Instructional aids appeal to all five senses but mainly to our senses of sight and hearing. It has often been reported that 75 percent of all learning happens through sight and that you remember 50 percent more when you both see and hear the information. It naturally follows therefore, that learning is enhanced when instructional aids are used.

EO M309.06 – PLAN A LESSON

IMPORTANCE - It is important for cadets to research lesson content, prepare a lesson location and plan a lesson because these are critical steps to the success of a period of instruction. The preparation of a lesson location sets the tone for the lesson and a well-developed lesson plan provides structure and organization, guides the instructor through each stage of the lesson and ensures that all essential information is delivered.

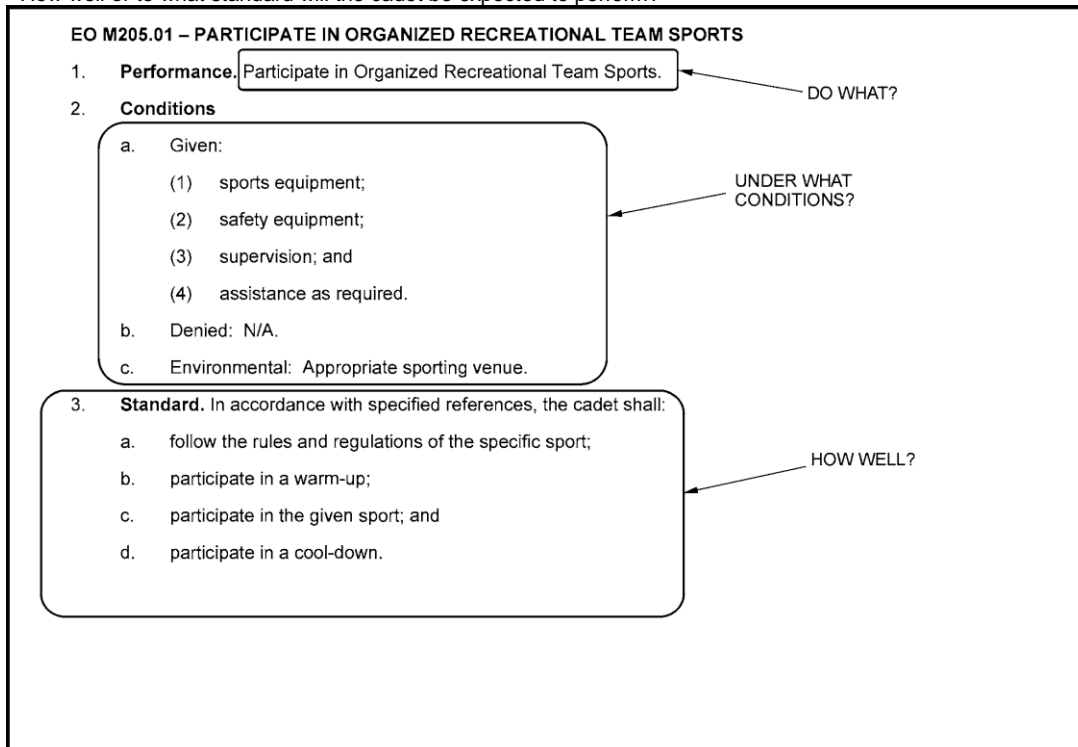
Some common abbreviations and terms used by training officers and instructors:

- **QSP.** Qualification Standard and Plan.
- **PO.** Performance Objective.
- **EO.** Enabling Objective.
- **TP.** Teaching Point.
- **PC.** Performance Check.
- **EC.** Enabling Check.
- **IG.** Instructional Guide.

ENABLING OBJECTIVE AND LESSON SPECIFICATION

Performance objectives are broken down into a series of enabling objectives and lesson specifications. The enabling objective consists of Paragraphs 1. to 3. The information in these paragraphs will answer three questions:

1. What will the cadet be expected to be able to do by the end of this lesson?
2. Under what conditions will the cadet be expected to carry out the performance?
3. How well or to what standard will the cadet be expected to perform?



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Paragraphs 4. to 11. are known as the lesson specification. The lesson specification provides information about the content to be taught, teaching methods, time, references, training aids, learning aids, test details and remarks.

In Paragraph 4., the TPs are usually described in a table where information is provided on the content taught in each TP, the suggested teaching method, the time for each TP and references

	CONTENT TO BE TAUGHT		LENGTH OF TP	
4. Teaching Points				
TP	Description	Method	Time	Ref
TP1	Introduce cadets to a specific sport's rules and regulations, to include: <ul style="list-style-type: none"> a. an overview of how to play the sport; and b. rules and regulations of the sport. 	Interactive Lecture	10 min	C0-001
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> a. stretch the muscles; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. 	Practical Activity	10 min	C0-002 (pp. 109 to 113) C0-089
TP3	Supervise the cadets' participation in a given sports activity.	Practical Activity	50 min	
	SUGGESTED TEACHING METHOD			REFERENCE NUMBER

Paragraph 5. outlines how much time is spent on the introduction/conclusion and the different teaching methods. Paragraph 6. offers substantiation or reasons why certain teaching methods were recommended for each TP. Paragraph 7. provides a list of references used to compile the content in Paragraph 4.

5. Time		
a. Introduction/Conclusion:		10 min
b. Interactive Lecture:		10 min
c. Practical Activity:		70 min
d. Sub-total:		90 min
e. Total (three sessions):		270 min
6. Substantiation		
a.	An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.	
b.	A practical activity was chosen for TP2-4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.	
7. References		
a.	C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). <i>The Sports Rules Book: Essential Rules for 54 Sports</i> . USA: Human Kinetics Publishers, Inc.	
b.	C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). <i>Straight Talk About Children and Sport: Advice for Parents, Coaches, And Teachers</i> . Oakville, ON and Buffalo, NY: Mosaic Press.	

Paragraphs 8. and 9. list the training aids and learning aids required for the lesson. Training aids are the materials that are required by the instructor to instruct the lesson and learning aids are the materials that will be required by the cadet to participate in the lesson

8. **Training Aids**
- a. Sports/safety equipment appropriate for the activity;
 - b. First aid kit;
 - c. Whistles; and
 - d. Stopwatch.
9. **Learning Aids.** Sports equipment.

Paragraph 10. is test details, which is information about the evaluation to be conducted. Paragraph 11. Is remarks, which describe any other information that may be useful to the Training Officer or instructor

10. **Test Details.** N/A.
11. **Remarks**
- a. The CCO list of approved sports is located at A-CR-CCP-602/PF-001, Chapter 5, Annex A.
 - b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

INSTRUCTIONAL GUIDE

The IG is used in conjunction with the QSP and other resources to conduct training. IGs should be reviewed in conjunction with lesson specifications so that the instructor can adequately plan and prepare their lesson. IGs do not replace lesson plans but offer written content, supporting figures and suggestions on how to instruct a lesson. The following are the six sections of an IG:

1. preparation,
2. introduction,
3. body,
4. conclusion,
5. references, and
6. annexes.

Preparation

The preparation section provides information about where to find the lesson specification and any instructions to the instructor such as reviewing lesson content, photocopying handouts, pre-lesson assignments and the approach and substantiation as to why certain teaching methods were recommended for each TP.

Introduction

The introduction section provides information to the instructor about review that may be necessary, what the cadet will be expected to do by the end of the lesson and why the knowledge/skills are important.

The Body

The body of the IG contains all of the TPs and content listed in Paragraph 4. of the lesson specification in greater detail. The body provides suggested teaching methods, note boxes with special instructions or information, lesson content, figures, activities and confirmation questions.

The Conclusion

The conclusion section states any homework/reading/practice that may be required of the cadet and the method of evaluation as stated in the lesson specification. The conclusion section also provides a closing statement to be spoken aloud to the cadets and any additional instructor notes/remarks.

References

The reference section lists the references used to create the lesson specification and instructional guide. In some cases, an IG may direct the instructor to a specific reference to be used during a lesson. In most cases this section is only used to identify where the content of the lesson has been drawn from.

Annexes

The annex section contains information that may range from pre-made training aids, learning aids such as handouts and additional information for activities.

RESEARCHING LESSON CONTENT

To plan for a lesson, the cadets will need to research lesson content and become familiar with the conditions, standard, TPs, lesson content and the time allocated for the EO and TPs.

The Canadian Forces employs an acronym that is used to provide a framework for the instructor to gather and organize the reference material into an efficient and practical lesson plan. The initialism is CCSAM.

- **Collect.** During this step, the instructor researches the material to be covered in the period of instruction using course documents such as the lesson specification, IG and listed references. In situations where no course documents exist, the instructor will research the material to be taught using whatever references exist.
- **Consider.** During this step, the instructor sifts through all of the material found in the collection step and determines what is relevant and current.

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- **Select.** During this step, instructor selects the material that is appropriate for the lesson. The instructor also selects the method of instruction to be used.
- **Arrange.** During this step, the instructor arranges the material into stages that allow for the information to be presented in a logical sequence.
- **Master.** During this step, the instructor writes the lesson plan.

PREPARING FOR A LESSON

A well-prepared and positive learning environment can enhance a lesson and the learning experience. The cadets' attention will not only be focused on the instructor but also on the environment around them. Effort put into lesson preparation and presentation can be wasted if the environment is not prepared for optimal learning.

Selecting a Lesson Location

When selecting a lesson location the instructor should consider the following:

- the type of training to be conducted (e.g., general cadet knowledge versus ropework);
- any activities outlined in the instructional guide;
- the size of the group being trained;
- the size of the location;
- the lighting of the location;
- the ventilation of the location;
- the suitability of the location regarding noise distractions; and
- the suitability of the location regarding the use of visual aids.

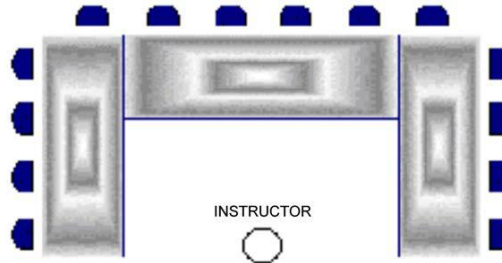
Setting Up the Location

After selecting a lesson location, the instructor must take steps to ensure the location is clean and arranged properly for an optimal training environment.

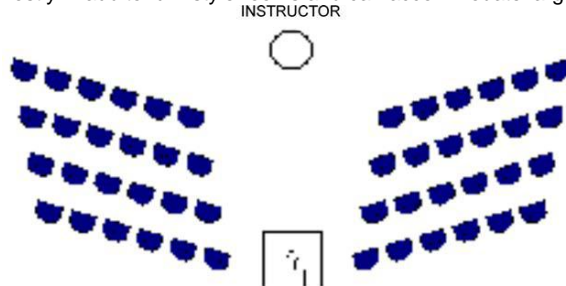
Cleanliness. A clean training area will prevent distractions and will positively affect motivation. Cadets will notice a messy, disorganized area immediately and will be distracted before the class begins. The room must be clean and well-organized with the boards wiped clean, debris picked up, garbage cans empty, etc.

Seating Arrangements. Cadets must be able to see the instructor, the visual aids and each other to achieve maximum participation. Some arrangements will not be possible given the allotted space. The following descriptions and diagrams depict possible seating arrangements:

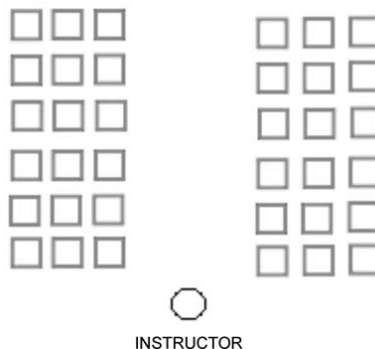
- **U-Shaped.** Allows the instructor to see all cadets easily and also allows trainees to see each other.



- **Chevron Shape.** Found mostly in auditorium-style rooms and can accommodate large groups.

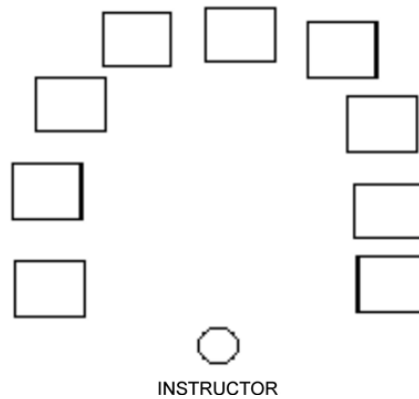


- **Horseshoe.** Can be employed for two groups. This set-up works well during debates and in-class activities.

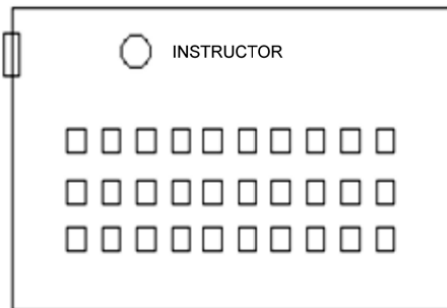


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- **Semicircle.** Instructor has a good view of the cadets.



- **Standard in Line.** Allows for more frontal coverage with less depth front to back.



LESSON PLAN FORMAT

The lesson plan is a way for the instructor to organize the lesson and summarize the information included in the lesson specification, the IG and their personal ideas. Lesson plans provide a set of detailed directions for delivering one or more periods of instruction. The lesson plan is arranged in this specific order:

Part Purpose

1. Introduction Builds the cadets' interest and motivation.
2. Body Presents and explains each TP.
3. End of Lesson Confirmation Confirms cadets' comprehension of the lesson.
4. Conclusion Summarizes key points and identifies future lessons.

Introduction

The introduction is the instructor's first verbal interaction with the cadets. It should capture the cadets' interest.

The following should be included in the introduction of a lesson plan:

- **What.** A description of what the cadets will be expected to accomplish at the end of the lesson.
- **Where.** A description of how and where the lesson fits into the Cadet Program.
- **Why.** A description of why it is important for the cadets to achieve the objectives.

Body

The body of the lesson plan is where the content is presented, explained and supported. Each TP directs the instructor and the cadets.

Each TP in the lesson includes:

- **Introduction.** Briefly introduce the content to be taught during the TP.
- **Teaching Method.** Identify which teaching method has been chosen for the TP.
- **Lesson Content.** Present the content of the TP in a clear and logical order, from easy to difficult, known to unknown and simple to complex.
- **Confirmation.** May be oral questions, games, role play, in-class activities or practical activities. IGs offer suggestions for how to confirm TPs. Instructors may choose to use those confirmation suggestions or develop their own.

End of Lesson Confirmation

The lesson plan should outline procedures to be used to confirm the learning of the TP. End of lesson confirmations are carried out to ensure that the cadets have understood the whole lesson and that any weaknesses in performance are identified so they can be corrected.

Confirmation activities are based on the lesson objectives. The end of lesson confirmation may be oral questions, games, role-play, in-class activities or practical activities. IGs offer suggestions for how to conduct end of lesson confirmations. Instructors may choose to use those confirmation suggestions or develop their own.

Conclusion

The conclusion of a lesson summarizes the key points and links them to the coming lessons and their practical use.

- **A Summary of Important Points and Weak Areas.** The summary reviews the main TPs. The depth of the summary will be determined by the lesson objectives and the results of the cadets' end of lesson confirmation. If the cadets achieved the objectives successfully, the summary may be brief. If they experienced some difficulties, the instructor should identify them here and indicate how the issue will be addressed.

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- **Re-Motivation Statement.** The re-motivation statement restates the importance of the lesson (the “why”) and re-motivates the cadets. The instructor should also take this time to address any precautions the cadets should be aware of when applying the knowledge in a practical setting and give an overview of the next lesson.

CLOSING STATEMENT - Researching lesson content, preparing a lesson location and planning a lesson are critical steps in preparing a period of instruction. The preparation of a lesson location sets the tone for the lesson to be taught and a well-developed lesson plan provides structure and organization, guides the instructor through each stage of the lesson and ensures that all essential information is delivered.

EO M309.07 – INSTRUCT A 15-MINUTE LESSON

IMPORTANCE

It is important for cadets to instruct a 15-minute lesson as it gives them the opportunity to practice instructional techniques in a peer setting and to receive feedback to further develop their confidence.

OBJECTIVE

The objective of this activity is to have the cadets instruct a 15-minute lesson in a peer setting using a lesson plan, an appropriate method of instruction and an appropriate instructional aid.

CLOSING STATEMENT

Practicing instructional skills in a peer setting allows for the development of skills necessary to become a competent instructor while further developing confidence and a sense of accomplishment.

EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION

IMPORTANCE - It is important for cadets to practice effective-speaking techniques because this will develop the skills required to present information and build the self-confidence needed to speak in front of others.

ELEMENTS OF VOICE CONTROL

One of the most important and effective tools of communication is voice control. The ability to use voice control to communicate effectively and place emphasis on important information is a fundamental skill that will be used while in front of an audience.

- **Pitch.** How high or low a voice is. A change in pitch usually does not add any significance to a message however a pitch change will be noticed by the audience and will keep people involved.
- **Tone.** The quality of the sound of a voice. Effective communicators will often change the tone of their voice to give emphasis to a single word or phrase to convey emotion and conviction.
- **Volume.** The quantity or power of sound or fullness of tone. A change in volume often signifies emphasis on a particular phrase or point. Environmental factors such as outside noise and room size must be taken into consideration to ensure the audience can hear the message being sent.
- **Speed.** The rate or rapidity in which words are spoken. Speaking too fast or too slow can be distracting to an audience. It is important to communicate at a pace that ensures the audience can understand every word being said.
- **Pause.** A break in speaking or reading. A pause is an important part of the communication process. A pause gives the audience an opportunity to digest what has been said and to ask questions. A pause is also an effective way to announce a change in subject or an important point.
- **Articulation.** The clear and distinct pronunciation of a word. It is important to properly pronounce and articulate words to ensure the audience can understand the message being sent.

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- **Eye Contact.** Maintaining eye contact is an effective way of engaging an audience and building interest. Pausing two or three seconds on each member of the audience will make them feel as though they are involved in a one-on-one conversation. It is important to look at the entire room and scan from left to right, back to front.
- **Gestures.** The combination of hand, arm and shoulder movements can make a wide variety of gestures that can help add meaning to a message. Effective communicators will let their hands and arms move naturally to help give emphasis and emotion to a message. It is important not to point directly at members of the audience or let gestures become distracting.
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Dress and Deportment. Effective communicators are constantly aware of their dress and deportment. Audiences will react differently to an individual who is well dressed and acts professionally when in front of them, than an individual who is poorly dressed and acts unprofessionally.

- **Dress.** Effective communicators will always appear in clean, well-pressed and appropriate attire. Dressing appropriately for the event will help create confidence and credibility.

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- **Department.** An audience that sees an individual as being prepared, on time, appropriately dressed and confident will be much more receptive, than to an individual who is unprepared, late, poorly dressed and nervous. The most important element of department is displaying an interest in the subject; this will be noticed by the audience and will generate interest in the presentation.

PREPARATION

Effective speaking preparation is the most critical component of effective communication. Preparation will help ensure confidence, control nervousness and increase the likelihood of success when in front of an audience. The following are the steps to effective-speaking preparation:

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 - (b) **Materials.** Ensure notes, handouts and presentation aids are organized.
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3. **Identifying a Friendly Face.** While walking in front of an audience, identify a friendly face. Making eye contact with a friendly face while beginning to speak will often give confidence while beginning the introduction and ultimately lead to success when addressing an audience.

CLOSING STATEMENT - Practicing effective speaking techniques in front of peers will build self-confidence and develop presentation skills needed for instructing cadets.

EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION

IMPORTANCE

It is important for cadets to identify formations for drill instruction to be able to select the most effective formation for the lesson being taught. The choice of formation is important because it allows all of the cadets to see the instructor.

FORMATIONS FOR DRILL INSTRUCTION

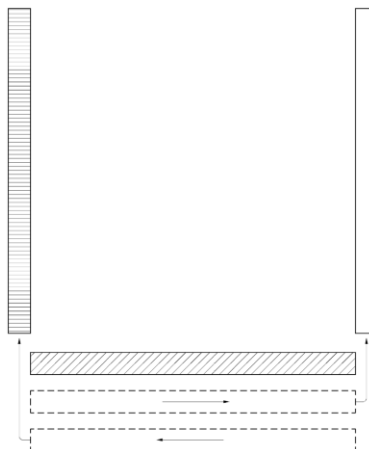
The choice of formation is important because it allows all of the cadets to see the instructor. The three formations that are recommended are a single file, a semicircle and a hollow square.

- **Single File.** Used for groups of five cadets or less which can form up into one rank.
- **Semicircle.** Used for groups of six to nine cadets which can be formed up in two ranks. There is no formal drill command for forming a semicircle.
- **Hollow Square.** Used for groups of 10 or more cadets which are formed up in three ranks.

FORM HOLLOW SQUARE

The following procedure is used to form a hollow square (as illustrated in Figure 9-9-1):

1. On the command FORM HOLLOW SQUARE, CENTRE RANK RIGHT, REAR RANK LEFT–TURN, the squad acts as ordered.
2. On the command CENTRE RANK LEFT WHEEL, REAR RANK RIGHT WHEEL, QUICK–MARCH, the squad acts as ordered.
3. The command MARK–TIME shall be given when the rear individuals of the centre and rear ranks are one pace in front of the front rank.
4. On the command SQUAD–HALT, the squad acts as ordered.
5. On the command CENTRE RANK LEFT, REAR RANK RIGHT–TURN, the squad acts as ordered.



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REFORM THREE RANKS

The following procedure is used to reform three ranks:

1. On the command REFORM THREE RANKS, CENTRE RANK LEFT, REAR RANK RIGHT–TURN, the squad acts as ordered.
2. On the command CENTRE RANK RIGHT WHEEL, REAR RANK LEFT WHEEL, QUICK–MARCH, the squad acts as ordered.
3. The command MARK–TIME shall be given when the squad has reformed three ranks.
4. On the command SQUAD–HALT, the squad acts as ordered.
5. On the command CENTRE RANK RIGHT, REAR RANK LEFT–TURN, the squad acts as ordered.

CLOSING STATEMENT - Drill instruction requires the instructor to demonstrate each individual squad of a movement so the cadets can see what is expected. The choice of formation is important because it allows all of the cadets to see the instructor.

EO C309.05 – PLAN A DRILL LESSON

IMPORTANCE - It is important for cadets to know the essential elements of a drill lesson and be able to develop a written drill lesson plan as it allows them to be better prepared to deliver drill instruction. Drill that is well taught and executed develops individual pride, mental alertness, precision and esprit de corps.

INTRODUCTION

The lesson shall be introduced as follows:

1. Order the squad into a suitable formation such as a single rank, hollow square or semicircle.
2. Review the previous lesson.
3. Describe the new movement.
4. Describe why it is important to learn the movement.
5. Describe where and when the movement will be used.
6. Describe how the cadets will be assessed.

BODY

The lesson shall be taught using the following process:

1. Demonstrate the complete movement, calling out the time.
2. Explain the complete movement.
3. Demonstrate the first part of the movement.
4. Explain the first part of the movement.
5. Give the squad the opportunity to ask questions.
6. Practice the first movement (collectively, individually, collectively).
7. Demonstrate and explain the second part of the movement and any subsequent parts of the movement following Steps 3. to 6.
8. Give two complete demonstrations.
9. Practice the complete movement with:
 - (a) the instructor calling the time;
 - (b) the squad calling the time; and
 - (c) the squad judging the time.

END OF LESSON CONFIRMATION

The end of lesson confirmation must meet the following criteria:

1. It shall be a performance of the movement taught.
2. It shall be conducted as a squad.
3. It will emphasize any aspects of the movement that the cadets experienced difficulty with during the lesson.

CONCLUSION

The lesson shall be summarized as follows:

1. Restate the movement taught and where or when it will be used;
2. Re-motivate the cadets by:
 - (a) commenting on the cadets' progress; and
 - (b) re-stating why the drill movement just learned is important.
3. Describe the next lesson.

THE LESSON-PLANNING PROCESS

The Canadian Forces employs an initialism that is used to provide a framework for the instructor to gather and organize the reference material into an efficient and practical lesson plan. The initialism is CCSAM.

- **Collect.** During this step, the instructor researches the material to be covered in the period of instruction using course documents such as the lesson specification, IG and listed references. In situations where no course documents exist, the instructor will research the material to be taught using whatever references exist.
- **Consider.** During this step, the instructor sifts through all of the material found in the collection step and determines what is relevant and current.
- **Select.** During this step, the instructor selects the material that is appropriate for the lesson. The instructor also selects the method of instruction to be used.
- **Arrange.** During this step, the instructor arranges the material into stages that allow for the information to be presented in a logical sequence.
- **Master.** During this step, the instructor writes the lesson plan.

LESSON SPECIFICATION

Lesson specifications are found in the Qualification Standard and Plan (QSP), Chapter 4. The two sections of a lesson specification are the enabling objective (EO) and the lesson specification.

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Enabling Objective

The EO is the first three paragraphs of the lesson specification and will answer three questions:

- What will the cadet be expected to be able to do by the end of this lesson?
- Under what conditions will the cadet be expected to carry out the performance?
- How well or to what standard will the cadet be expected to perform?

Lesson Specification

The lesson specification, (paragraphs 4. to 11.), contains information about:

- the content to be taught broken down into teaching points;
- the teaching method(s) to be used and why they were chosen;
- the time for each teaching point (TP);
- the references used;
- the training aids to be used;
- the learning aids to be used;
- the test details; and
- remarks for the instructor.

INSTRUCTIONAL GUIDE (IG)

The IG is used in conjunction with the QSP and other resources to conduct training. IGs should be reviewed in conjunction with lesson specifications so that the instructor can adequately plan and prepare their lesson.

The following are the six sections of an IG:

Preparation. This section provides information to the instructor regarding:

- pre-lesson instructions;
- pre-lesson assignment; and
- instructional approach or method.

Introduction. This section provides information to the instructor regarding:

- any review that may be necessary;
- what the cadet will be expected to do by the end of the lesson; and
- why the knowledge/skill is important.

Body. This section provides information to the instructor regarding:

- the TPs and their content as listed in paragraph 4. of the lesson specification in greater detail;
- suggested teaching methods;
- note boxes with special instructions or information;
- lesson content;
- figures;
- activities; and
- confirmation questions or activities.

Conclusion. This section provides information to the instructor regarding:

- any homework/reading/practice that may be required of the cadet;
- the method of evaluation to be used as stated in the lesson specification;
- a closing statement to be spoken aloud to the cadet; and
- any additional instructor notes/remarks.

References. This section lists the sources of information used to create the lesson specification and instructional guide.

Annexes. This section contains background information for the TPs, pre-made instructional aids and additional information for activities.

CLOSING STATEMENT - Instructors must continually work to improve the quality of instruction. Being able to plan drill lessons is a critical step in boosting the instructor's confidence and improving the quality of drill instruction.

EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON

IMPORTANCE - It is important for cadets to instruct a 15-minute drill lesson as it gives them the opportunity to practice drill instructional skills in a peer setting and to receive feedback to further develop instructional skills and confidence.

OBJECTIVE

The objective of this activity is to have cadets instruct a 15-minute drill lesson in a peer setting using a written lesson plan and the drill instruction sequence.

CLOSING STATEMENT - Practicing drill instructional skills in a peer setting allows for the development of fundamental skills necessary to become a drill instructor while further developing confidence and providing a sense of accomplishment.

PO 311 – SUMMER BIATHLON

- C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity
- C311.02 Participate in a Recreational Summer Biathlon Activity
- C211.01 Identify Civilian Biathlon Opportunities
- C211.02 Run on Alternate Terrain
- C211.03 Fire the Cadet Air Rifle Using a Sling Following Physical Activity
- C211.04 Participate in a Competitive Summer Biathlon Activity
- C111.01 Participate in a Biathlon Briefing
- C111.02 Run Wind Sprints
- C111.03 Fire the Cadet Air Rifle Following Physical Activity
- C111.04 Participate in a Recreational Summer Biathlon Activity



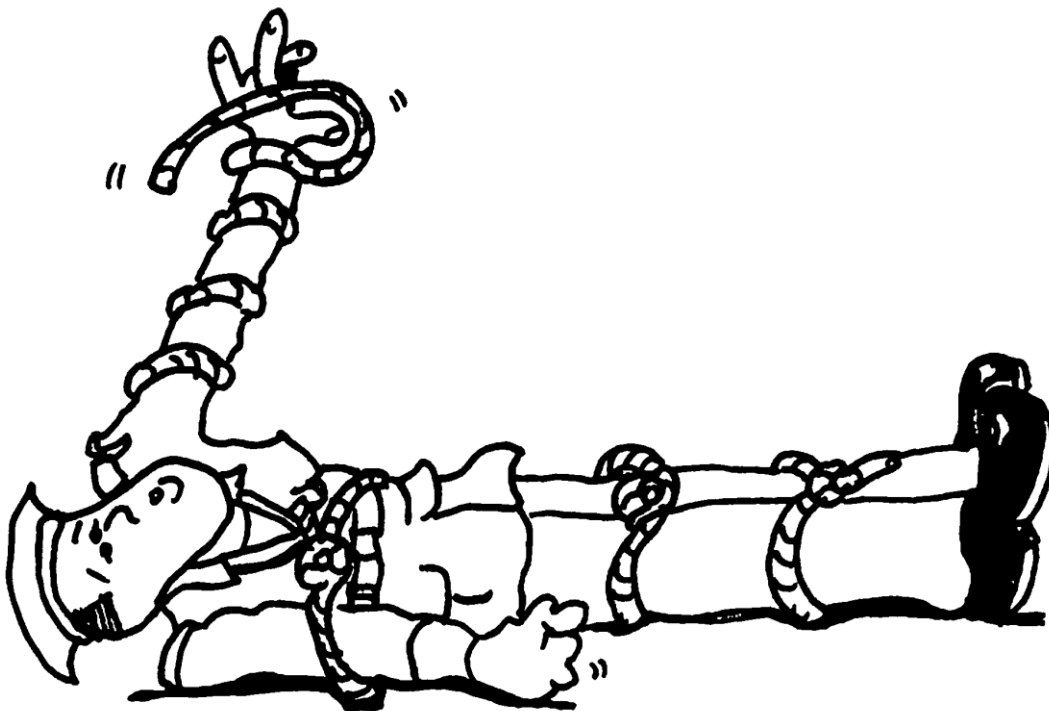
PO X20 – CANADIAN ARMED FORCES FAMILIRIZATION

- MX20.01A Participate in a CAF Activity
- MX20.01B Participate in a CAF Familiarization Tour
- MX20.01C Fire the C7 Rifle
- MX20.01D Participate in a Mess Dinner
- MX20.01E Attend a CAF Presentation
- MX20.01F Attend a CAF Commemorative Ceremony
- MX20.01G Participate in CAF Video Activities
- MX20.01H Participate in CAF Learning Stations
- CX20.01 Participate in CAF Familiarization Activities



PO 321 - SEAMANSHIP

- M321.01 Describe Safety Procedures for Operating Lifting Devices
- M321.02 Rig Sheers
- 321 Performance Check
- C321.01 Rig Sheers
- C321.02 Rig a Standing Derrick
- C321.03 Rig a Gyn
- C321.04 Make a Monkey's Fist
- C321.05 Make a Turk's Head
- C221.01 Make a Back Splice
- C221.02 Make an Eye Splice



EO M321.01 – DESCRIBE SAFETY PROCEDURES FOR OPERATING LIFTING DEVICES

IMPORTANCE - It is important for cadets to be familiar with personal safety equipment, safe practices and danger zones while working with lifting devices as there is the potential for injury if safety procedures are not followed.

SAFE PRACTICES

Personal Conduct

- Do not run or participate in horseplay.
- Do not stand in danger zones.
- Do not straddle or wrap lines around any part of the body.
- Do not stand in bights or coils of lines.
- Do not walk on spars.
- Do not throw equipment.

Clothing

- Avoid loose clothing while working with tackles.
- Avoid clothing with draw-strings or hanging zippers.

Use of Rigging Equipment

- Do not step over a tackle while it is under tension.
- Do not put hands through a tackle when choking a block.
- Do not put hands/fingers on a block under tension.
- Do not walk with an open knife.
- Do not cut towards the body.

PERSONAL SAFETY EQUIPMENT

The following personal safety equipment must be worn at all times while working with lifting devices:

- Hard hat,
- Issued cadet boots or safety boots, and
- Knife lanyard (if knife is used).

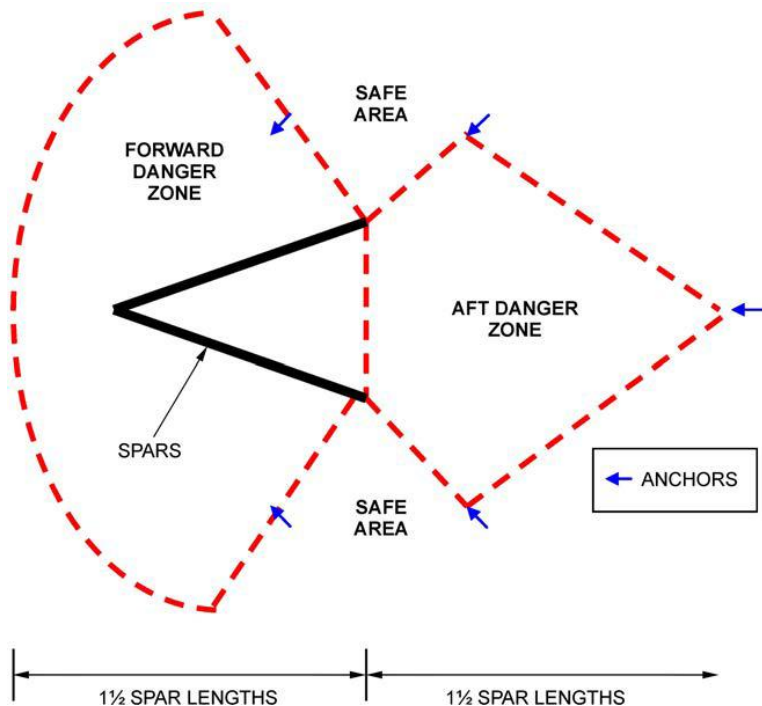
DANGER ZONES

While operating lifting devices, there is the risk of injury due to a failure in the rigging equipment. To minimize this risk, danger zones have been determined that come into effect at specific times during the rigging.

Sheers

There are two main danger zones when rigging sheers that must be observed:

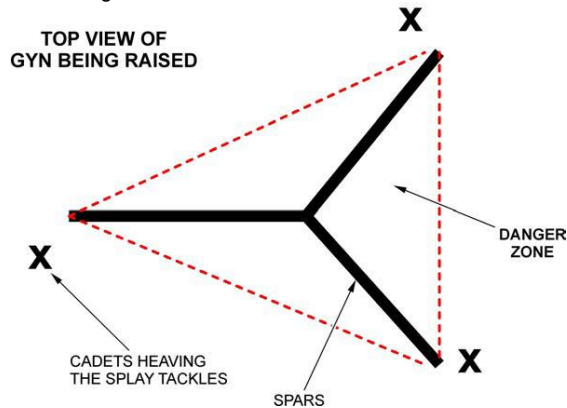
1. **Forward Danger Zone.** When the topping lift is heaved in, an area within an arc approximately 1 and 1/2 spar lengths in front of the sheers and extending out from the heels becomes a danger zone. If the heel tackles or topping lift fails, the sheers may fall forward within this area.
2. **Aft Danger Zone.** When the topping lift is heaved in, the area approximately 1 and 1/2 spar lengths directly behind the sheers and extending out from the after heel anchors becomes a danger zone. If the sheers are raised too high or the load becomes unhooked, the sheers may snap back and fall backward into this area. This risk can be minimized by fitting a martingale to the sheers.



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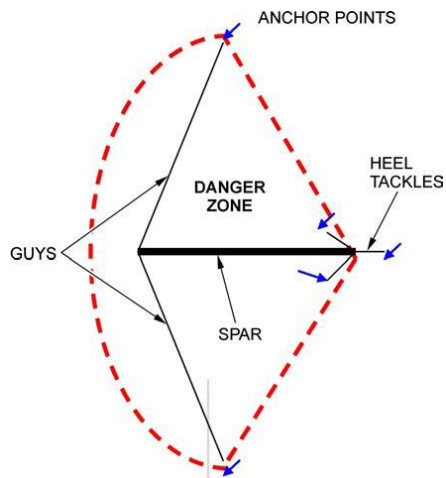
Gyn

When the splay tackles are heaved in to raise the gyn, the area between the heels becomes a danger zone. Care should be taken when working with the splay tackles and the main purchase. Heave in the splay tackles in small increments when the gyn nears its full height as it can be heaved off balance easily and fall to the side. Cadets who are working with the splay tackles should stand close to the heels until the gyn reaches full height.



Standing Derrick

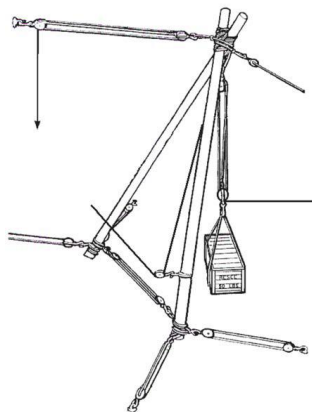
When the topping lift is heaved in to raise the standing derrick, the area within an arc approximately 1 and 1/2 spar lengths directly in front of the spar between the guy anchors becomes a danger zone. If the topping lift or one of the guys fails, the spar will fall within this area. The topping lift should be checked away before the load is hooked on or unhooked.



CLOSING STATEMENT - It is important to be familiar with the personal safety equipment, safe practices and danger zones while working with lifting devices as there is the potential for injury if safety procedures are not followed.

EO M321.02 – RIG SHEERS

IMPORTANCE - It is important for cadets to rig sheers as it introduces sea activities of the Canadian Navy while stimulating an interest in seamanship specialty training. Although sheers are no longer used regularly by the Canadian Navy, it is a great way to foster teamwork and practice seamanship skills.



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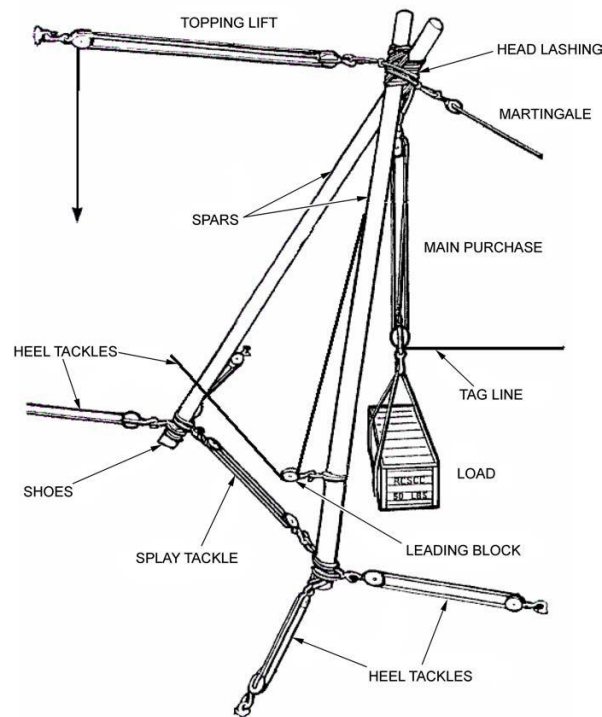
SHEERS

Due to improvements in technology, improvised lifting devices are not as widely used today as in the past. However, when no suitable crane or hydraulic device is available on board or ashore for lifting a heavy object or equipment, some form of lifting device must be rigged. This may include sheers, a standing or swinging derrick or a gyn.

Sheers consist of a pair of spars called legs, which are lashed together and crossed near their heads. The heels of the spars are splayed apart a distance that is approximately one third the length of the spars used for the sheers. This splayed distance is maintained by the use of a splay tackle. The heel tackles provide firm tension on the heels and are placed in such a way to provide both lateral and fore-and-aft support. As sheers need no lateral support, side guys are not required.

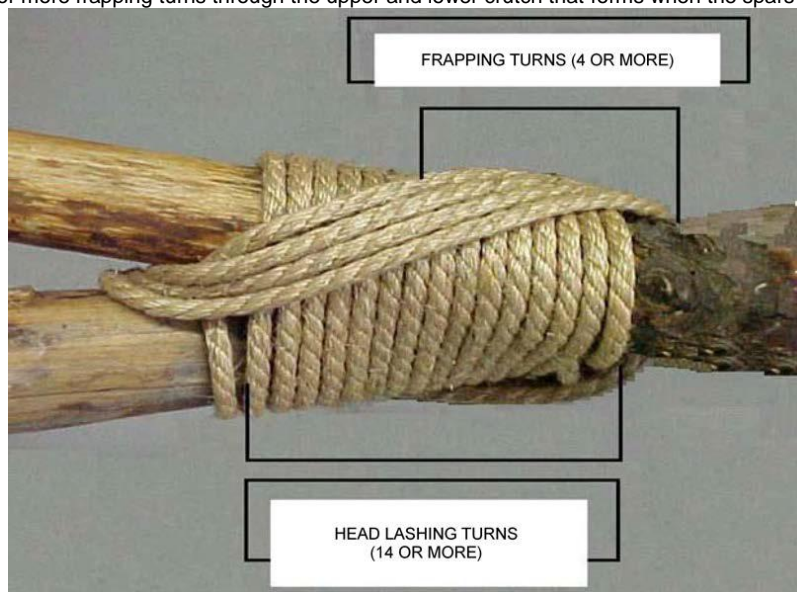
Since sheers use two spars, they are stronger than a derrick of similar size. Sheers can be raised or lowered to a limited angle using a topping lift. Sheers are particularly suited for lifting loads vertically from the edge of a jetty onto the deck of a ship.

PARTS OF THE SHEERS



Spars. Two spars are used as the legs of the sheers. The spars are crossed and lashed together with a head lashing.

Head Lashing. The head lashing forms the head of the sheers. The spars are lashed together using 14 or more turns around both spars followed by four or more frapping turns through the upper and lower crutch that forms when the spars are splayed apart.

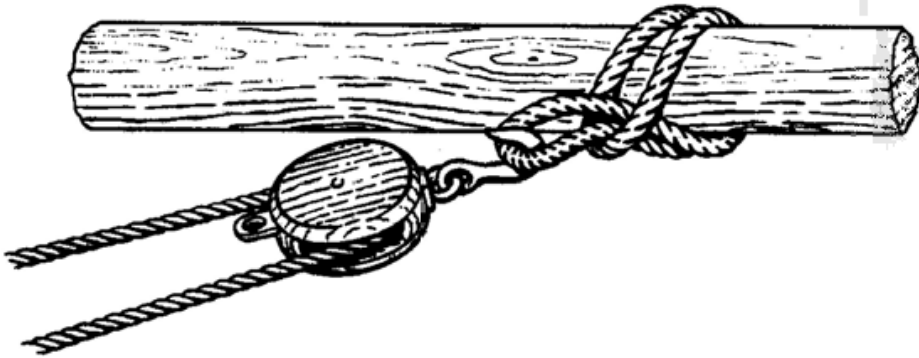


Topping Lift. The topping lift, consisting of a two-fold purchase, is used to raise or lower the sheers. If no suitable overhead attachment point exists, the topping lift can be anchored to the deck or ground a minimum distance of one and a half spar lengths from the heel anchor points.

Main Purchase. The main purchase, consisting of a two-fold purchase, is attached to the head of the sheers and is used to raise or lower the load.

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Strops. Strops are a continuous loop in a line or wire rope. They are used to pass around a cask, spar, piece of line, etc to provide an eye to be placed over a hook or shackle.



Leading Block (for the Fall of the Main Purchase). The leading block is secured to one of the spars and the hauling part, or fall of the main purchase, is led through it. This block is used to change the direction of pull on the fall of the main purchase.

Splay Tackle. The splay tackle, consisting of a luff, prevents the spars from splaying – moving further apart – when they are under load.

Heel Tackles. The heel tackles, consisting of luffs, provide firm tension on the heels of the spars and also provide both lateral and fore-and-aft support.

Tag Line. A line, attached to the running block of the main purchase, used to retrieve the main purchase without stepping into the forward danger zone.

Martingale (if Fitted). If a suitable attachment point exists at the front of the sheers, a martingale may be led down from the head. This will prevent the sheers from springing up or back when hoisting and lowering a load.

Shoes (if Fitted). Shoes are usually square slabs of hardwood with a recess in their upper surface to take the heel of a spar. The length of each side should not be less than four times the diameter of the spar. They are used to distribute the weight of the load and the thrust of the spars over an area of the deck. When ashore, they are used to distribute the weight to prevent the spars from sinking into the ground.

TIMBER HITCH

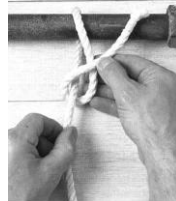
Use of a Timber Hitch

The timber hitch is used to tow, hoist or lower a spar. The more tension placed on the hitch, the more it will hold the spar. When the tension is released, the hitch will loosen. To add directional stability or when tying the hitch to a tapered spar, an extra half hitch should be added beside the timber hitch on the side facing the direction of pull.

How to Tie a Timber Hitch



1. Pass the working end of a line around the spar and bring it to the front.



2. Take the end around the standing part and make a small loop.



3. Tuck the working end between the standing end and itself.



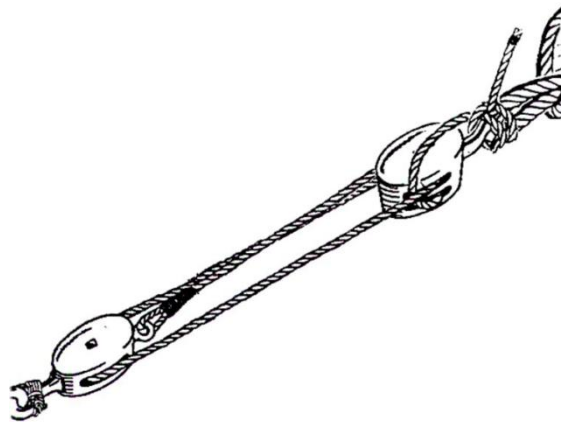
4. Bring the end around and repeat Step 3 until the required number of tucks are completed (minimum of three).



5. Pull on the standing end to tighten the hitch around the spar.

CHOKING A LUFF

To temporarily secure a luff under tension when there is no cleat available, the hauling part is passed underneath its adjacent running part where it fouls, or chokes, the block. Two half hitches may be added above the block to ensure that the choke does not slip.



COMMANDS

Heave in. Give a strong pull together on a line.

Check Away. Ease out a line under control.

Avast. Stop.

Choke. Choke the standing block with the hauling part and secure it with two half hitches above the crown.

Secure. Make fast a line.

Handsomely. Slowly, carefully.

Roundly. Rapidly.

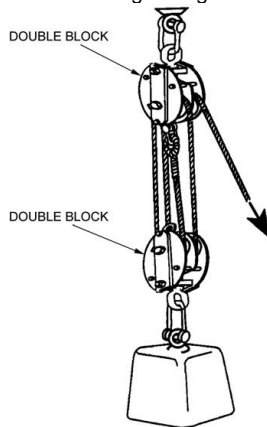
RIGGING SHEERS

1. Lay the spars for the legs side by side, with their heels together and their heads supported clear of the ground or deck.
2. Start the head lashing with a timber hitch on one of the spars followed by 14 or more turns around both spars. Spread the spars apart to allow four or more frapping turns to pass around the spars and through the crutch formed above and below the spars. Finish the head lashing with a clove hitch on the spar opposite to the timber hitch. Once the head lashing is complete, splay the heels of the spars apart to a distance of one third the length of the spars used for the sheers

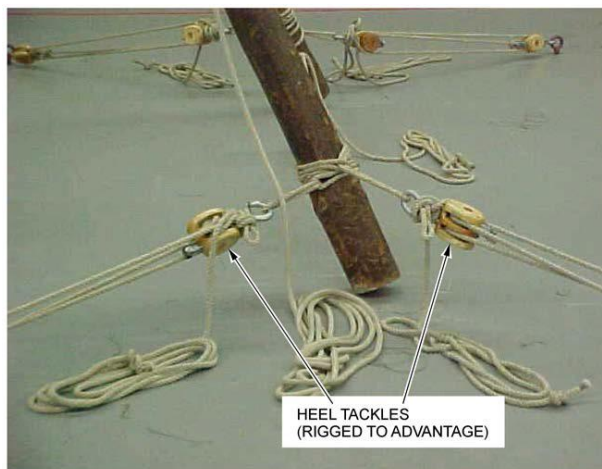


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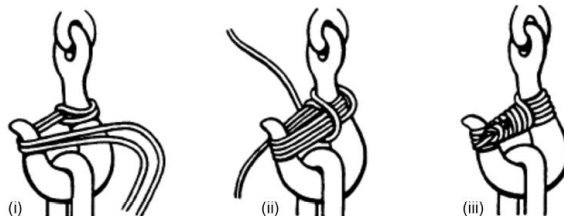
3. Place the main purchase strop around the head lashing, following the path of the frapping turns. Ensure the bight of the strop is pointed down between the spars.
4. Place the topping lift strop around the head lashing and main purchase strop. Ensure the bight of the strop is pointed up from the head.
5. Rig the main purchase using a two-fold purchase. Attach the standing block to the main purchase strop ensuring that the main purchase is rigged to disadvantage with the hauling part exiting the standing block. Attach the tag line to the running block and lay it out so an end will be outside the danger zone when the sheers are raised.
6. Rig the topping lift using a two-fold purchase. Attach the standing block to the topping lift anchor point and the running block to the topping lift strop. Ensure the topping lift is rigged to disadvantage with the hauling part exiting the standing block. Tie a figure eight knot in the end of the hauling part.



7. Attach strops to the feet of the spars for the leading block, splay and heel tackles. Attach the splay tackle strops between the strops for the heel tackles. Attach the leading block strop above or between the heel tackle strops. Ensure the strops are placed together, as low as possible but no lower than one hands-width above the heels.
8. Hook the leading block on to the strop. Reeve the fall of the main purchase through the leading block and tie a figure eight knot in the end. Coil the excess line and place it on the deck outside the danger zone, on the opposite side of the sheers from the side where the leading block is attached.
9. Rig the splay tackle using a luff and attach to the strops between the spars and under the topping lift. Tie a figure eight knot in the end of the hauling part. Heave in the splay tackle to splay the heels of the spars apart to a distance approximately one third the length of the spars used for the sheers. Choke and secure the splay tackle. Coil any excess line and place it on the deck.
10. Rig the heel tackles using luffs and attach to the strops and anchor points. Ensure that all heel tackles are rigged to advantage with the hauling parts exiting the running blocks attached to the spars. Tie a figure eight knot in the end of the hauling part.



11. Mouse all hooks



12. Heave in all heel tackles until they are evenly taut. Choke and secure them with two half hitches. Coil any excess line and place neatly on the deck. If the sheers are not positioned correctly, they can be adjusted by heaving in or checking away the individual heel tackles.
13. Heave in on the topping lift handsomely until the sheers have been raised to an angle between 25 and 75 degrees from the floor. Choke and secure the topping lift.

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14. Heave in on the tag line to pull the running block out of the danger zone, checking away on the fall of the main purchase if required. Secure the fall of the main purchase to the spar opposite the leading block with a round turn and two half hitches.
15. The sheers are now complete and ready for operation.

DE-RIGGING SHEERS

1. Check away on the topping lift handsomely until the head of the sheers is resting on the deck. When the sheers near the deck, it is permissible to step into the danger zone to grab the head of the sheers and lower it by hand.
2. Release the choke on the heel tackles, being careful not to place hands in the running parts of the luffs.
3. Cut any mousings that have been applied and unhook the blocks from the strops.
4. Un-reeve the heel, splay, main purchase and topping lift tackles.
5. Remove the strops from the spars.
6. Untie the head lashing.
7. Coil all lines and secure the equipment as required.

CLOSING STATEMENT - Rigging sheers requires teamwork. Sheers are a device that has many practical uses within the Canadian Navy, although it is not used as frequently today as in years past due to improvements in technology. Rigging sheers acts as an introduction to sea activities of the Canadian Navy while stimulating an interest in seamanship specialty training.

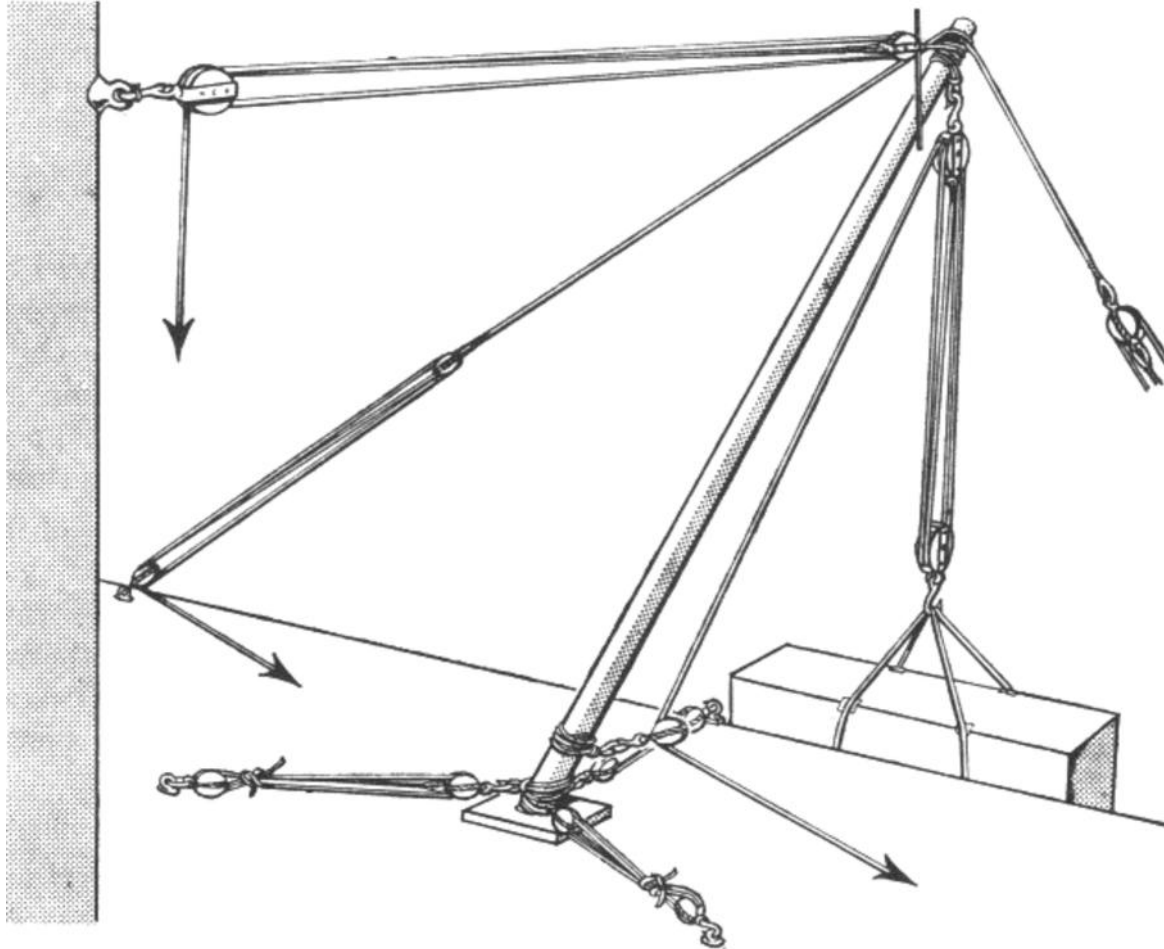
EO C321.02 – RIG A STANDING DERRICK

IMPORTANCE - It is important for cadets rig a standing derrick as it introduces them to sea activities of the Canadian Navy while stimulating an interest in seamanship specialty training. Although the standing derrick is no longer used regularly by the Canadian Navy, it is a great way to foster teamwork and practice seamanship skills.

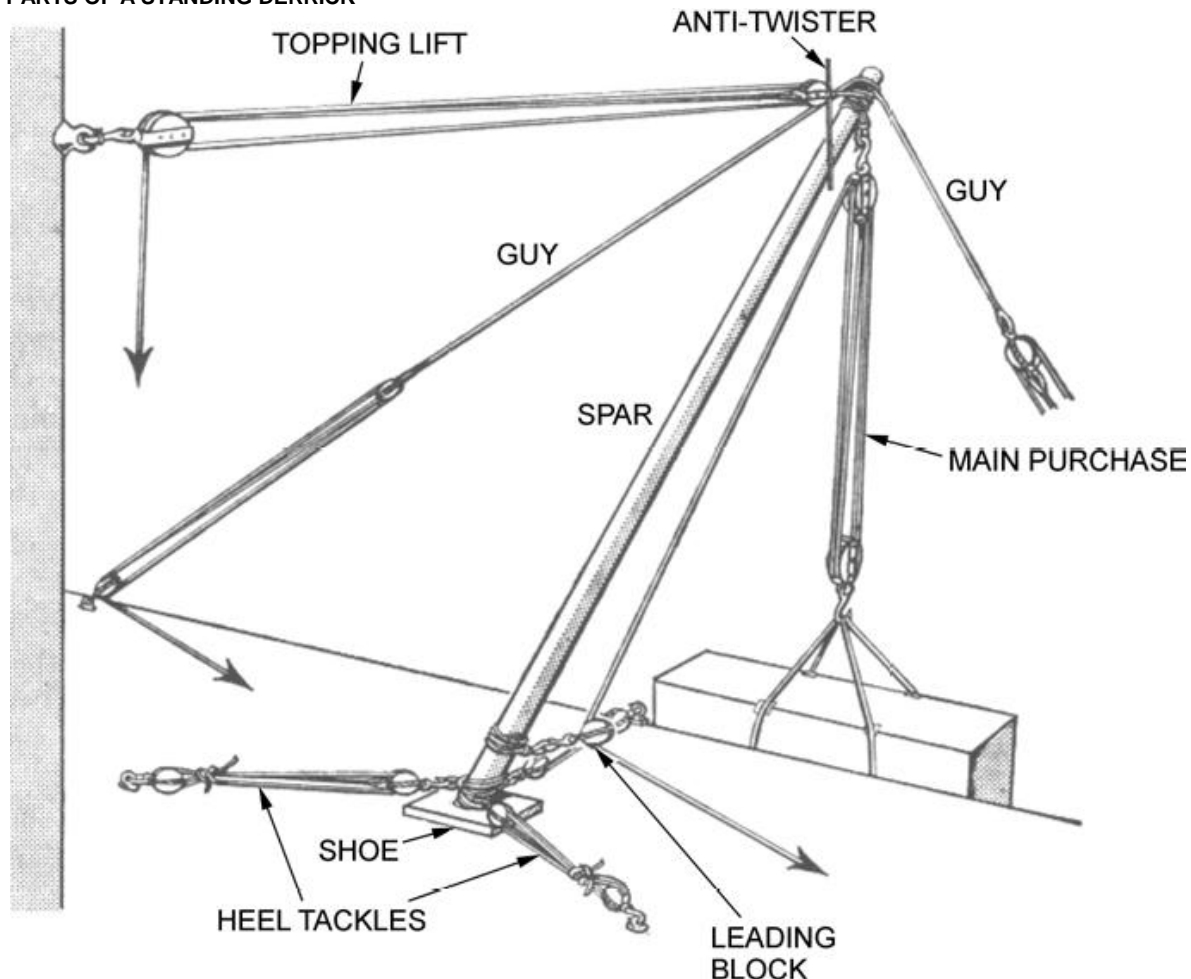
STANDING DERRICK

Due to improvements in technology, improvised lifting devices are not as widely used today as in the past. However, when no suitable crane or hydraulic device for lifting a heavy object or equipment is available on board or ashore, some form of lifting device must be rigged. This may include sheers, a standing or swinging derrick or a gyn.

A standing derrick is effective in situations that require the load to be hoisted and moved laterally a short distance from the lifting point. It can be rigged with less equipment than other lifting devices as only one spar is required.



PARTS OF A STANDING DERRICK



Topping Lift. The topping lift, consisting of a two-fold purchase, is used to raise or lower the standing derrick. If no suitable overhead attachment point exists, the topping lift can be anchored to the deck or ground a minimum distance of one and a half spar lengths from the heel anchor points.

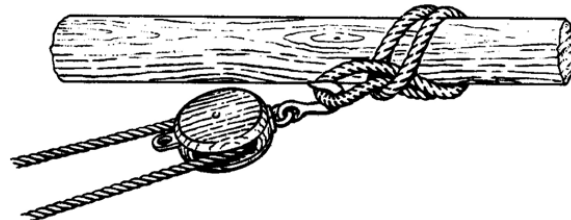
Side Guys. The side guys, consisting of luffs attached to a snotter at the head of the spar, are fitted to give lateral support. The snotter's length will determine how far the standing derrick may slew from side-to-side using the side guys.

Main Purchase. The main purchase, consisting of a two-fold purchase, is attached to the head of the spar and is used to raise or lower the load.

Spar. The spar is the main support system for the standing derrick. The side guys, topping lift and the main purchase are attached to the spar.

Anti-Twister. An optional piece of wood that is attached to the strop at the block of the topping lift used to prevent the topping lift from twisting.

Strops. Strops are a continuous loop in a line or wire rope. They are used to pass around a cask, spar, piece of line, etc to provide an eye to be placed over a hook or shackle.



Leading Block (for the Fall of the Main Purchase). The leading block is secured to the heel of the spar and the hauling part, or fall of the main purchase, is led through it. This block is used to change the direction of pull on the fall of the main purchase.

Heel Tackles. The heel tackles, consisting of luffs, are used to prevent the heel from moving.

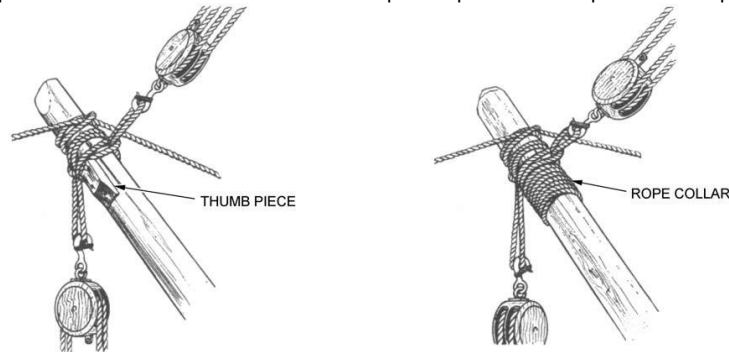
Tag Line. A line, attached to the running block of the main purchase, used to retrieve the main purchase without stepping into the danger zone.

Martingale (Fore Guy) (if Fitted). If a suitable attachment point exists at the front of the standing derrick, a martingale or fore guy may be led down from the spar. This will prevent the spar from springing up or back when hoisting and lowering a load.

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Shoe (if Fitted). The shoe is usually a square slab of hardwood with a recess in its upper surface to take the heel of a spar. The length of each side should not be less than four times the diameter of the spar. It is used to distribute the weight of the load and the thrust of the spar over an area of the deck. When ashore, it is used to distribute the weight to prevent the spar from sinking into the ground.

Thumb Pieces/Rope Collars (if Fitted). Thumb pieces/rope collars are used to prevent the strops from slipping on the spars. Thumb pieces are wooden pieces that are screwed or nailed to the spar. Rope collars are put onto the spar like a whipping.



COMMANDS

Heave in. Give a strong pull together on a line.

Check Away. Ease out a line under control.

Avast. Stop.

Choke. Choke and secure the tackle(s).

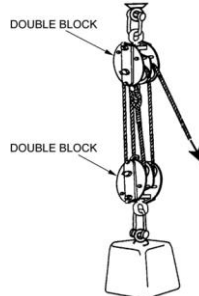
Secure. Make fast a line.

Handsomely. Slowly, carefully.

Roundly. Rapidly.

RIGGING A STANDING DERRICK

1. Place the strops for the main purchase and topping lift over the head of the spar. Attach thumb pieces/ rope collars to prevent the strops from slipping. Lay the strops close together to avoid a bending stress on the spar.
2. Rig the main purchase using a two-fold purchase. Attach the standing block to the main purchase strop. Ensure that the main purchase is rigged to disadvantage with the hauling part, or fall, exiting the standing block. Attach the tag line to the running block and lay it out so an end will be outside of the danger zone when the standing derrick is raised.
3. Rig the topping lift using a two-fold purchase. Attach the standing block to the topping lift anchor point and the running block to the topping lift strop. Ensure that the topping lift is rigged to disadvantage with the hauling part exiting the standing block. Tie a figure eight knot in the end of the hauling part.



4. Attach a snotter over the head of the spar, above the strops, using a clove hitch. Ensure that the eyes of the snotter extend equally from the spar. Rig the side guys using luffs. Attach the running blocks to the eyes in the snotter and the standing block to the side guys anchor point. Ensure that the side guys are rigged to disadvantage with the hauling parts exiting the standing blocks. Tie figure eight knots in the end of the hauling parts.
5. Place the foot of the spar in a shoe if one is fitted.
6. Rig the heel tackles using luffs. Attach the standing blocks to the heel strops and the running blocks to the heel tackle anchor points. Ensure that the heel tackles are rigged to disadvantage with the hauling parts exiting the standing blocks. Tie a figure eight knot in the end of the hauling part.
7. Attach the leading block strop to the foot of the spar. Hold the strop in place with a thumb piece/rope collar. Reeve the fall of the main purchase through the leading block, tie a figure eight knot in the end and coil the excess line to one side of the spar.
8. Mouse all hooks.



9. Heave in all heel tackles until they are evenly taut. Choke and secure the heel tackles. Coil any excess line and place neatly on the deck.

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10. Heave in on the topping lift handsomely until the standing derrick has been raised to an angle between 25 and 75 degrees from the floor. Choke and secure the topping lift.
11. Heave in on the tag line to pull the running block out of the danger zone, checking away on the fall of the main purchase, if required.
12. The standing derrick is now complete and ready for operation.

DE-RIG A STANDING DERRICK

1. Check away the topping lift handsomely, until the spar is resting on the ground.
2. Release the choke on the heel tackles, being careful not to place hands in between the running parts of the luff.
3. Cut any mousings that have been applied and unhook the blocks from the strops.
4. Un-reeve the heel, guy, main purchase and topping lift tackles.
5. Remove the strops from the spar.
6. Remove the spar from the shoe.
7. Coil all lines and secure the equipment, as required.

CLOSING STATEMENT

Rigging a standing derrick is an exercise that requires teamwork. The standing derrick is a device that has many practical uses within the Canadian Navy, although it is not used as frequently today as in years past due to the development of technology. It acts as an introduction to sea activities of the Canadian Navy while stimulating an interest in seamanship specialty training.

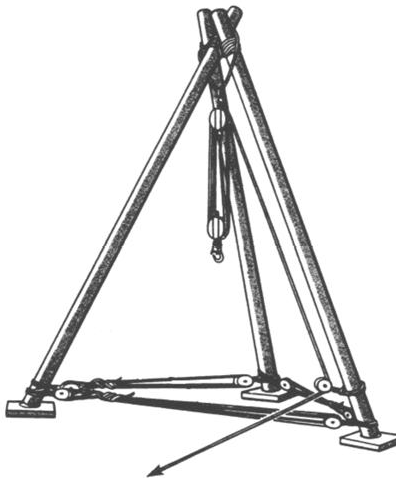
EO C321.03 – RIG A GYN

IMPORTANCE - It is important for cadets to rig a gyn as it introduces them to sea activities of the Canadian Forces while stimulating an interest in seamanship specialty training. Although the gyn is no longer used regularly by the Canadian Navy, it is a great way to foster teamwork and practice seamanship skills.

GYN

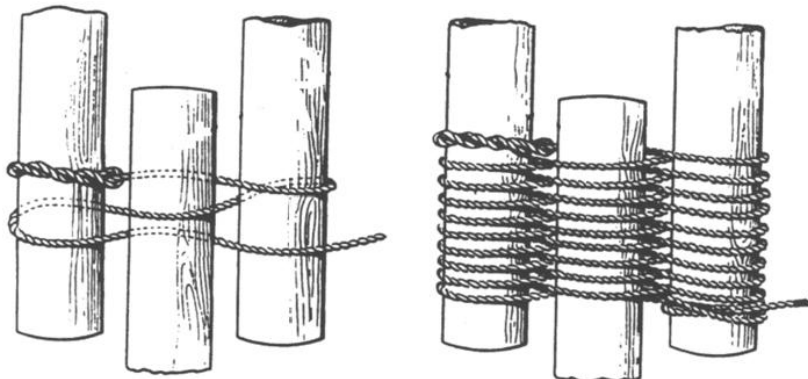
Due to improvements in technology, improvised lifting devices are not as widely used today as in the past. However, when no suitable crane or hydraulic device is available on board or ashore for lifting a heavy object or equipment, some form of an improvised lifting device must be rigged. This may include, sheers, a standing or swinging derrick, or a gyn.

A gyn is the strongest of these types of improvised lifting devices and requires no additional rigging to support it. It is used for straight lifts only.



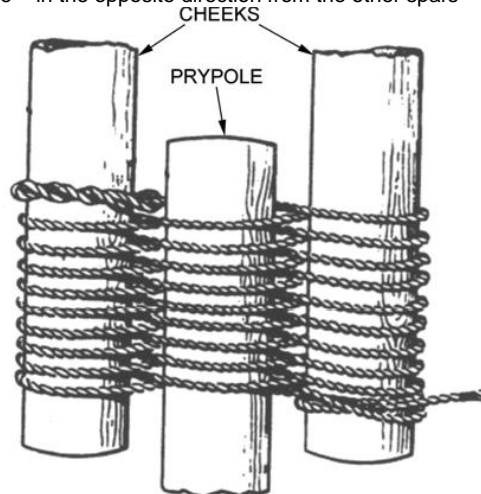
PARTS OF A GYN

Head Lashing. The head lashing forms the head of the gyn. The spars are lashed together to form a tripod using six to eight figure-of-eight turns.

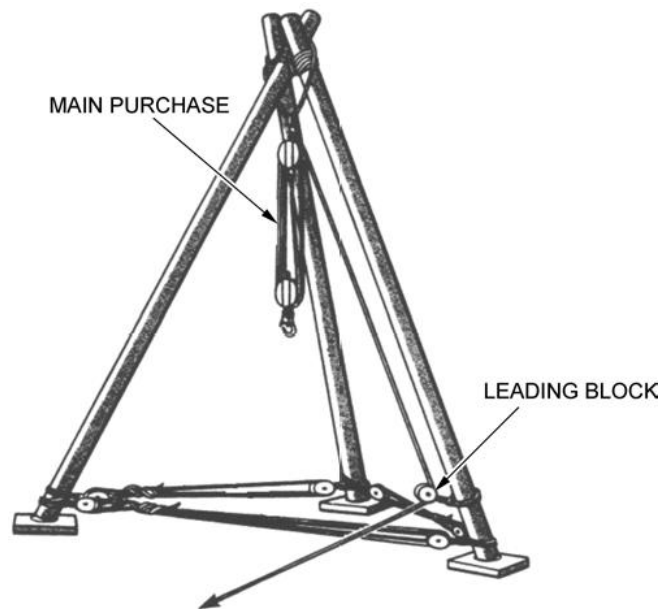


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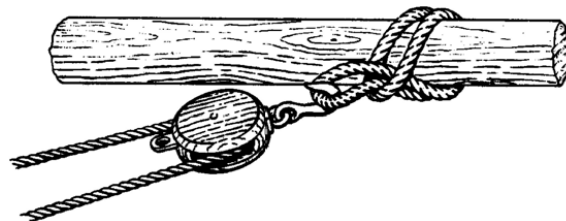
Spars. Spars are the basis of the tripod, acting as the legs of the gyn. There are three spars used in the rigging of the gyn. The heads of the spars are lashed together with a head lashing to connect them. When applying the head lashing, the spars are laid out parallel with the centre spar – the prypole – in the opposite direction from the other spars – the cheeks.



Main Purchase. The main purchase, consisting of a two-fold purchase, is attached to the head of the spars and is used to lift the load



Strops. Strops are a continuous loop in a line or wire rope. They are used to pass around a cask, spar, piece of line, etc to provide an eye to be placed over a hook or shackle

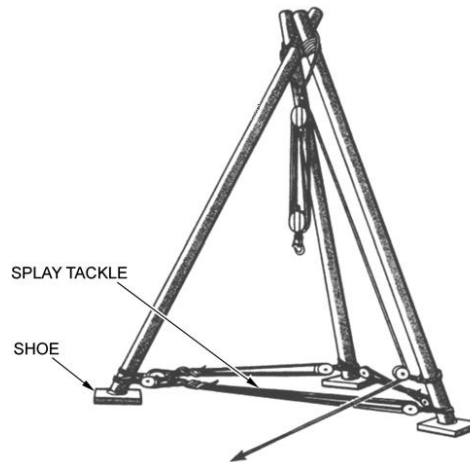


Leading Block (for the Fall of the Main Purchase). The leading block is secured to one of the spars and the hauling part, or fall of the main purchase is led through it. This block is used to change the direction of pull on the fall.

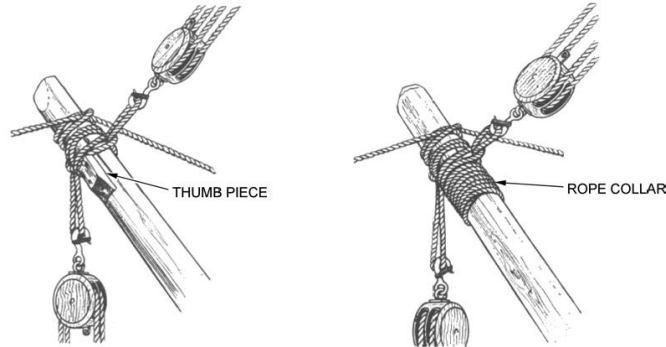
Splay Tackles. The splay tackles, consisting of luffs, are rigged between each leg to prevent the legs from splaying – moving further apart – when they are under load.

Shoes (if Fitted). Shoes are usually square slabs of hardwood with a recess in their upper surfaces to take the heels of the spars. The length of each side should not be less than four times the diameter of the spar. They are used to distribute the weight of the load and the thrust of the spar over an area of the deck. When ashore, they are used to distribute the weight so as to prevent the spar from sinking into the ground.

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Thumb Pieces/Rope Collars (if Fitted). Thumb pieces/rope collars are used to prevent the strops from slipping on the spars. Thumb pieces are wooden pieces that are screwed or nailed onto the spar. Rope collars are put onto the spar like a whipping.



Describe the Actions Taken in Response to Commands

Heave in. Give a strong pull together on a line.

Check Away. Ease out a line under control.

Avast. Stop.

Choke. Choke the standing block with the hauling part and secure it with two half hitches above the crown.

Secure. Make fast a line.

Handsomely. Slowly, carefully.

Roundly. Rapidly.

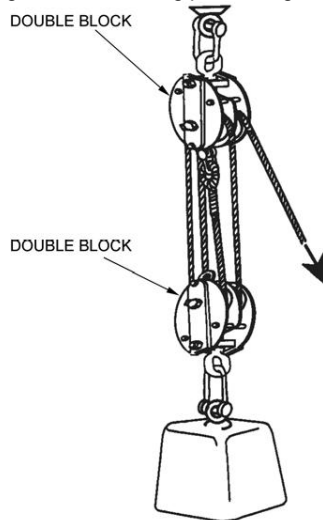
RIGGING A GYN

1. Mark the position for the head lashing on the three spars to be used for legs. Lay the spars parallel to each other, five centimetres (two inches) apart, with the heel of the centre spar – the prypole – pointing in the opposite direction from the other two spars – the cheeks
2. Support the heads of the spars above the deck. Start the head lashing with a timber hitch on one of the cheeks followed by six to eight figure-of-eight turns around the spars and finish with a clove hitch around the opposite cheek. Apply the lashing loose enough to allow the gyn to be raised but no so loose that it will slip once the gyn is erect.
3. Place a rope collar around the prypole to prevent the head lashing from slipping down the spar when raising the gyn.
4. Place the main purchase strop around the head lashing. The strop goes under the head lashing and over the tip of the prypole. The bight on each side is slipped over the tips of the cheeks. Ensure that the splice is positioned so that it will not come in contact with the hook of the block once the gyn is raised.

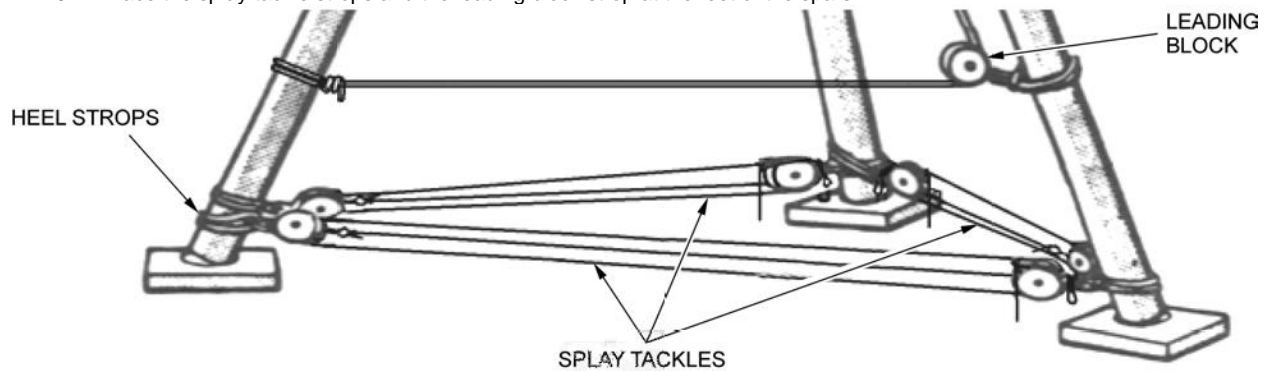


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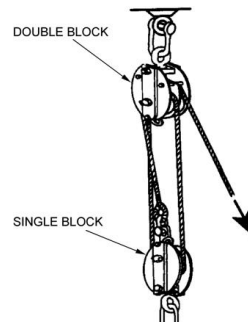
5. Rig the main purchase using a two-fold purchase. Attach the standing block to the main purchase strop. Ensure that the main purchase is rigged to disadvantage with the hauling part exiting the standing block.



6. Place the splay tackle strops and the leading block strop at the feet of the spars



7. Rig the splay tackles using luffs and attach to the strops between the spars. Tie figure eight knots in the ends of the hauling parts.

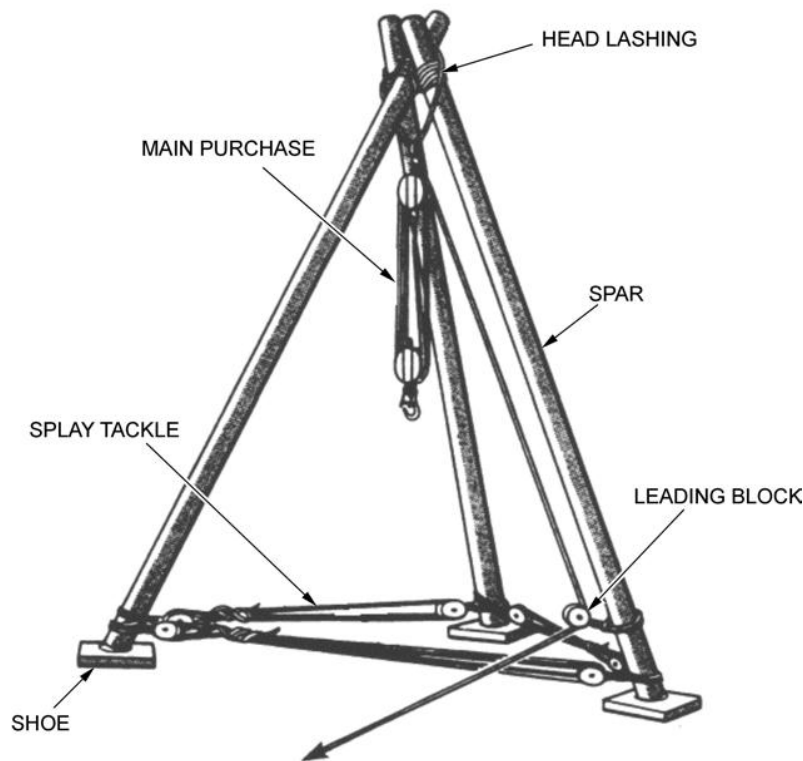


8. Attach the leading block to the leading block strop and lead the fall of the main purchase through it. Tie a figure eight knot in the end of the fall.
9. Place thumb pieces/rope collars on the heels of the spars above the strops to prevent the strops from slipping up the spars.
10. Mouse all hooks



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11. Raise the head of the gyn to chest height. Heave in the splay tackles to pull the heels together. Continue heaving in handsomely until the distance between the heels of the gyn are approximately one-third the length of the spars used for the gyn. Choke and secure the splay tackles. Coil any excess line on the deck beside the spars.
12. The gyn is now complete and ready for operation



DE-RIG A GYN

1. Release the choke on the splay tackles, being careful not to place hands between the standing parts of the luff.
2. Check away on the splay tackles handsomely as the heels are pulled out to lower the gyn. To ensure that the gyn is lowered safely, have one cadet check away on the splay tackle and another cadet pull out each spar by hand.
3. Once the head of the gyn is at chest height, it may be lowered by hand until it is resting on the deck.
4. Cut any mousings that have been applied and unhook the blocks from the strops.
5. Un-reeve the splay tackles and main purchase.
6. Remove the strops from the spars.
7. Remove the head lashing from the spars.
8. Coil all lines and secure the equipment as required.

CLOSING STATEMENT - The operation of a gyn is an exercise that requires teamwork. It is a device that has many practical uses within the Canadian Navy, although it is not used as frequently today as in years past due to improvements in technology. The gyn acts as an introduction to sea activities of the Canadian Forces while stimulating an interest in seamanship specialty training.

EO C321.04 – MAKE A MONKEY’S FIST

IMPORTANCE - It is important for cadets to know how to make a monkey's fist as it introduces advanced ropework skills in a fun and challenging way, while providing a practical skill that can be used in today's maritime community.

USE OF A MONKEY'S FIST

To get heavy lines from the ship to the shore or ship to ship, a light line known as a heaving line, is used to pull the heavier line across. To give weight to the end of the heaving line, a monkey's fist is often used. When this knot is made, a small, round cork or wooden ball can be placed inside the knot prior to completion. Care should be taken that the finished knot is not so heavy as to be dangerous to the people ashore. Sea cadets today will see this knot used on heaving lines as well as for many decorative uses such as finishing the ends of guide ropes and key fobs.

STEPS FOR MAKING A MONKEY'S FIST

1. Wind three turns around the hand

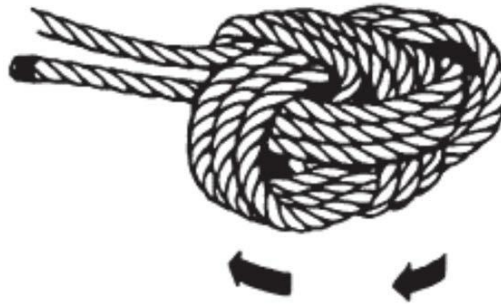


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2. Pinch the turns together and pass a second set of three turns across and around the first three



3. Pass a third set of three turns around and across the second set but inside the first set, in the direction shown by the arrows



4. Carefully pull each part taut in the opposite direction from which it was tied until it becomes snug. The knot should be rolled around in a circular motion with the palms of the hands to even out the shape.
5. Use a fid or something pointed to pick and pull each cord to an even firmness.
6. To finish the knot, seize the bitter end to the standing part where it comes out of the monkey's fist.



CLOSING STATEMENT - Making a monkey's fist provides a way of introducing advanced ropework skills in a fun and challenging way. A monkey's fist is used commonly for heaving lines in today's maritime community.

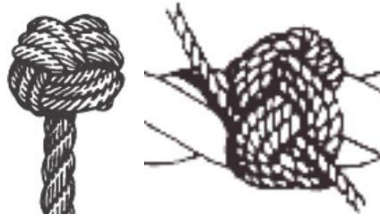
EO C321.05 – MAKE A TURK'S HEAD

IMPORTANCE - It is important for cadets to know how to make a turk's head as it introduces advanced ropework skills in a fun and challenging way, while providing a practical skill that can be used in rigging lifting devices and in ornamental ropework.

USE OF A TURK'S HEAD

The turk's head is an ornamental knot that is supposed to resemble the turban once worn in Turkey. It may be made either as a standing or a running knot. A standing turk's head is made in the end of a line and is used as an ornamental stopper knot. A running turk's head is made around a bight of rope, a stanchion or other fitting (as illustrated in Figure 12-6-2) using a single length of cord.

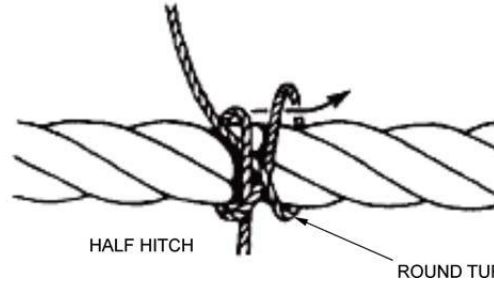
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In addition to its ornamental ropework uses, the running turk's head can be used on lifting devices as an alternative to a rope collar. When made taut around a pipe or hose, the turk's head will rival the holding strength of a metal clamp.

STEPS FOR MAKING A TURK'S HEAD

1. Make a half hitch around a rope or fitting followed by a round turn.
2. Dip the end under the bight of the half hitch.



3. Cross the bight – that is on the same side as the lead end – underneath the other bight.
4. Pass the end down between the bights to the other side.



5. Steps 3. and 4. are repeated until the rope is encircled



6. Follow the ends around as many times as required. Finish the knot by hauling all parts taut and trimming the ends off flush with the knot.

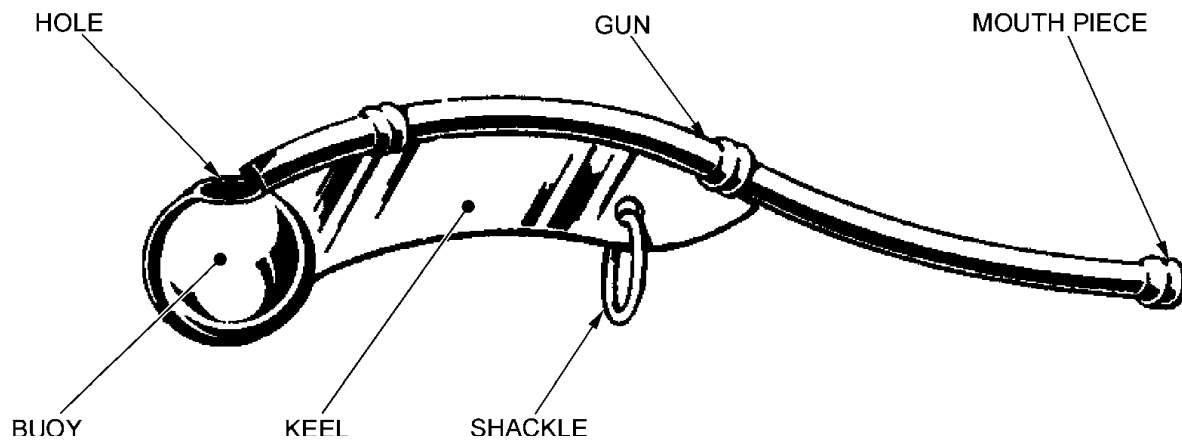


CLOSING STATEMENT - Making a turk's head introduces advanced ropework skills in a fun and challenging way. A turk's head is commonly used as a substitute for a rope collar and can also be used to decorate circular objects.

PO 322 – ATTAIN PLEASURE CRAFT OPERATOR COMPETENCY

PO 323 – SERVE IN A NAVAL ENVIRONMENT

- M323.01 Perform Corps Duties
- 323 Enabling Check
- 323 Performance Check
- C323.01 Communicate Using Flags and Pennants
- C323.02 Pipe Wakey Wakey
- C323.03 Pipe Hands to Dinner
- C223.01 Define Naval Terminology
- C223.02 Pipe the Side
- C123.01 Read the 24-hour Clock
- C123.02 Recite the Phonetic Alphabet
- C123.03 Participate in a Semaphore Exercise



EO M323.01 – PERFORM CORPS DUTIES

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.

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.

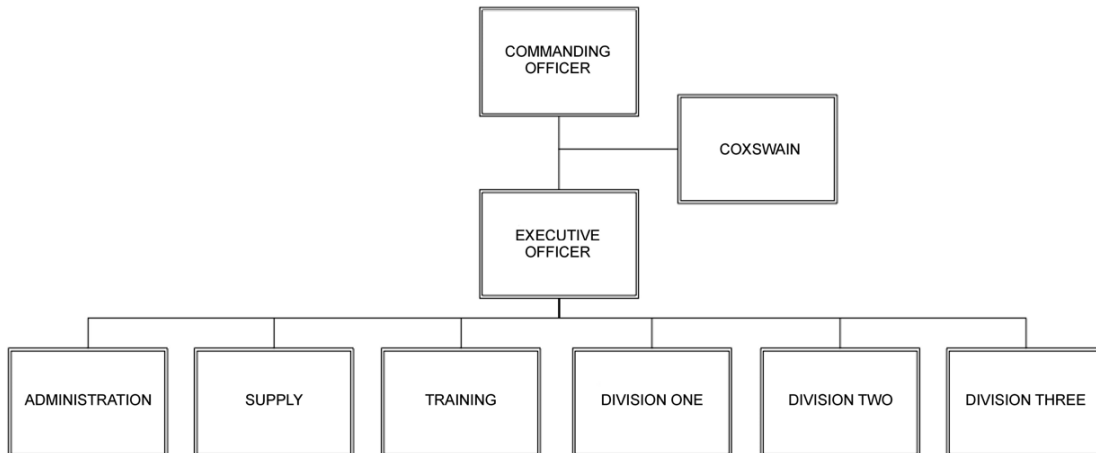
Duty Personnel Organization

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.

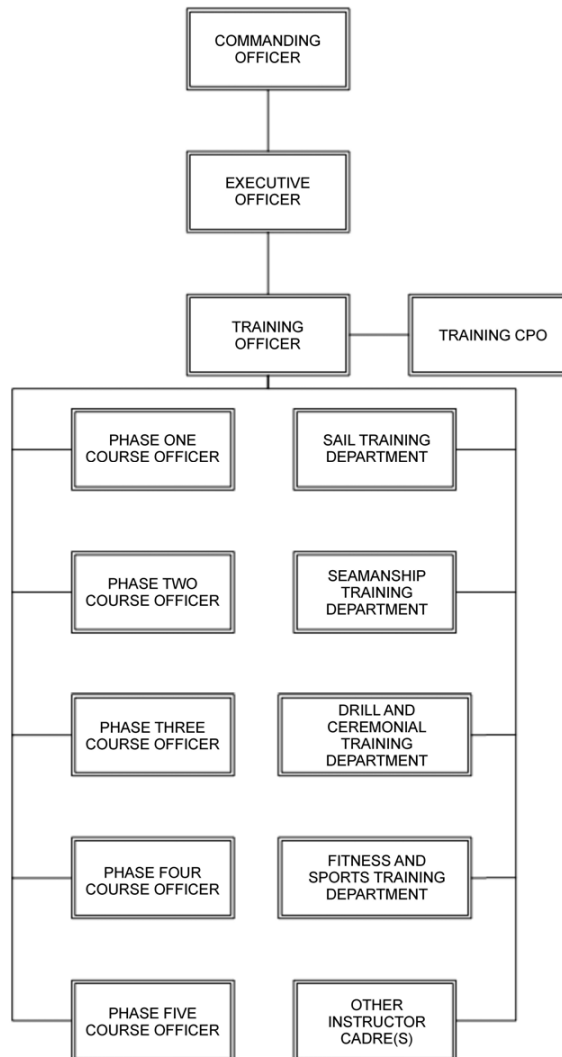
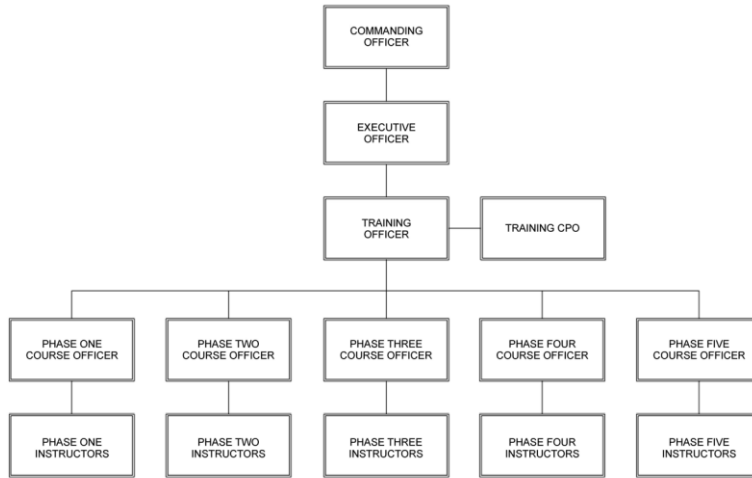
Training Organization

The training organization 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.



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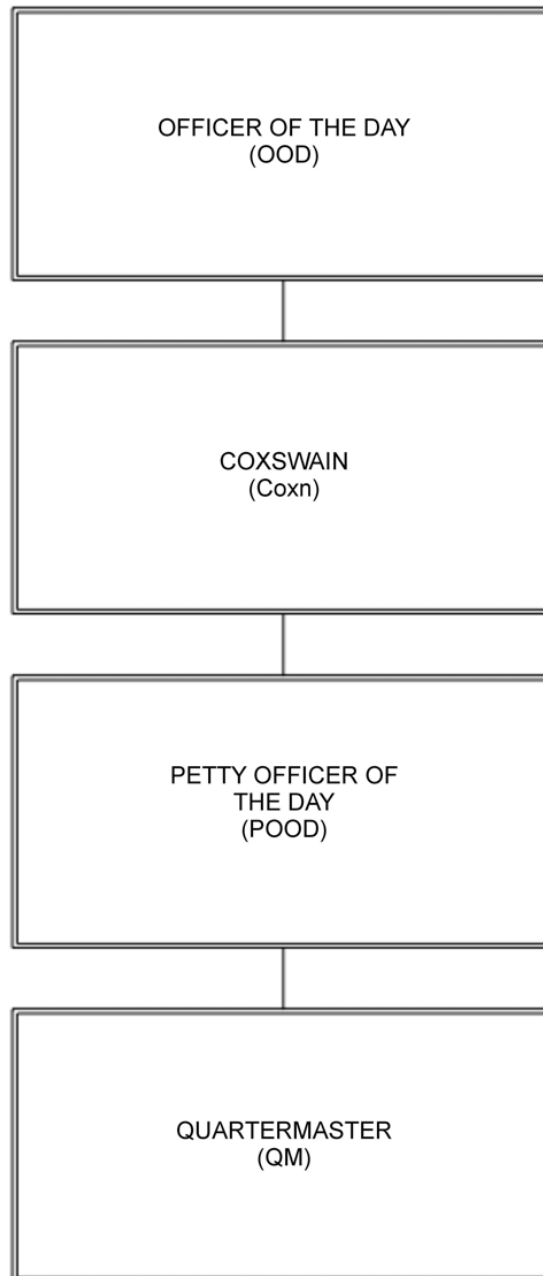
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DUTIES OF A QUARTERMASTER

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.



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.

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.

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;

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- 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.

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.

EO C323.01 – COMMUNICATE USING 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.

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.

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.

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.

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.




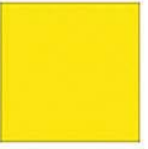

FLAG AND PENNANTS

There are 14 common signals used in sea cadet training. 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.






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Signal	Example	Meaning	SCTV Use
<p>A ALPHA</p>		<p>Military—Divers or friendly explosive ordnance disposal personnel down.</p> <p>INTERCO—Diver down. Keep well clear at slow speed.</p>	<p>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.</p>
		<p>Memory aid: Looks like a letter “A” on its side.</p>	
<p>B BRAVO</p>		<p>Military—Fuelling or transferring explosives or inflammable material.</p> <p>INTERCO—Taking in, discharging or carrying dangerous goods.</p>	<p>At the Dip. Temporarily stopped fuelling or transferring.</p> <p>Close Up. Fuel, explosives or inflammable material is being transferred.</p>
		<p>Memory aid: Looks like the letter “B”. “B” for boom. Red means danger.</p>	
<p>G GOLF</p>		<p>Military—Guide.</p> <p>INTERCO—I require a pilot.</p>	<p>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.</p>
		<p>Memory aid: Grass on a golf course. Sand traps and water on a golf course.</p>	
<p>I INDIA</p>		<p>Military—Going alongside (in port or at anchor).</p> <p>INTERCO—Altering my course to port.</p>	<p>SHIP GOING ALONGSIDE</p> <p>At the Dip. I am preparing to come alongside you.</p> <p>Close Up. I am ready to come alongside you.</p> <p>Hauled Down. First line is secured.</p>
		<p>RECEIVING SHIP</p> <p>At the Dip. I am preparing to receive you on the side indicated.</p> <p>Close Up. I am ready to receive you on the side indicated.</p> <p>Hauled Down. First line is secured.</p>	
		<p>Memory aid: When preparing to tie, remember to dot your “i”.</p>	

PHASE 3 - HANDBOOK

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

PHASE 3 - HANDBOOK

Signal	Example	Meaning	SCTV Use
<p>X X-RAY</p>		<p>Military—Exercising. INTERCO—Stop carrying out your intentions and watch for my signals.</p>	<p>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.</p>
		<p>Memory aid: Exercise avast when x-ray is on the mast.</p>	
<p>Z ZULU</p>		<p>Military—Communication guard. INTERCO—I require a tug.</p>	<p>Close Up. I require a tug (tow). The INTERCO meaning is assumed on an SCTV and is used without hoisting ANS.</p>
		<p>Memory aid: When many colours flow, I need a tow.</p>	
<p>5 FIVE</p>		<p>Military—Breakdown. INTERCO—Numeral 5.</p>	<p>Close Up. I have a breakdown.</p>
		<p>Memory aid: Pieces of the flag are broken apart.</p>	
<p>PREPARATIVE</p>		<p>Military—Morning and evening ceremonies/Colours (as appropriate). INTERCO—No meaning.</p>	<p>Close Up. Five minutes until the Ceremony/Colours. At the Dip. Commence Ceremony/Colours. Hauled Down. Ceremony/Colours completed.</p>
		<p>Memory aid: Yellow and green, caution before go.</p>	
<p>3rd SUBSTITUTE</p>		<p>Military—Absentee indicator (CO/XO) (used in port only). INTERCO—Substitute the third flag in this hoist for this flag.</p>	<p>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.</p>
		<p>Memory aid: If the CO is gone for the night, put up the black and white.</p>	

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PARTS OF A SIGNAL MAST

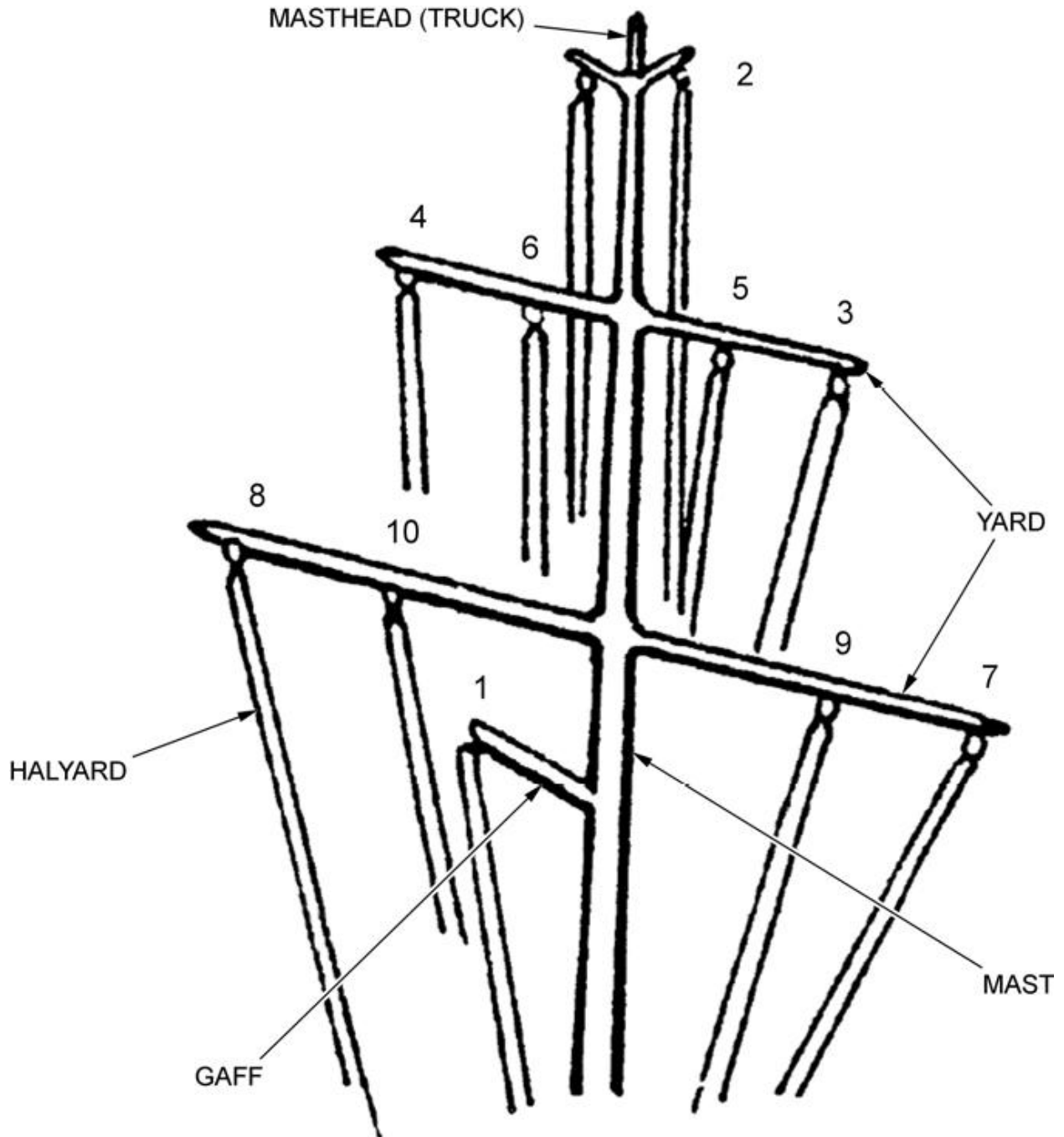
Mast. A long, upright pole erected on a vessel or shore.

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.



PHASE 3 - HANDBOOK

SUPERIOR POSITIONS

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.

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.



EO C323.02 – PIPE 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.

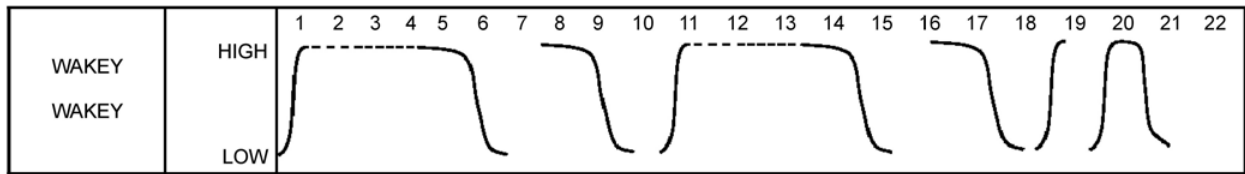
WAKEY WAKEY

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.

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.

PHASE 3 - HANDBOOK



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.

EO C323.03 – PIPE 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.

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.

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.

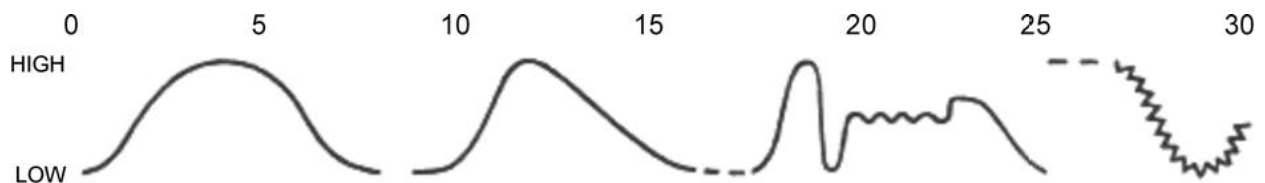
Warble. Produced by repeatedly moving the hand quickly from the high to the low position.

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

HANDS TO DINNER

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.



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.



LOW NOTE



HIGH NOTE

PO X24 - SAILING

MX24.01 Prepare for a Sail Weekend

MX24.02 Participate in a Sail Weekend

MX24.01 – Prepare for a Sailing Weekend

IMPORTANCE - It is important for cadets to know the skills associated with *CANSail Level 1* and the expectations for the sail weekend activities so that they have a positive sailing experience.

ACHIEVING CANSAIL LEVEL 1

To achieve *CANSail Level 1*, cadets must demonstrate the ability to perform the skills outlined on the checklist. Checklists are meant to be flexible and cadets can complete the skills as either helm or crew. Some boxes on the checklist have been blacked out because a skill might only be completed as either crew or helm.

Cadets will benefit from spending time in both the helm and crew position. It is important that those cadets who gravitate towards crewing complete some skills as a helm, and vice versa.

In double handed boats: 50% or more of skills achieved are as helm ('I helmed'); and in any type of boat, each skill listed has been mastered as 'I Helmed' / 'I Crewed'

CLOSING STATEMENT - The sail weekend is designed to introduce the skills associated with the Sail Canada *CANSail Level 1* Checklist. Being familiar with the skills and expectations will help to prepare for the sail weekend activities.

SUGGESTED CLOTHING AND FOOTWEAR FOR A SAIL WEEKEND

The weather forecast and the following clothing guidelines can assist in determining the clothing to be worn / brought for sail training.

Footwear

On-the-water training. Soft-soled shoes (sneakers) or sailing boots. No open-toed footwear is permitted. Footwear will get wet so it is recommended that cadets wear older shoes they do not mind getting wet or purchase water shoes.

Ashore training. A separate pair of shoes other than the on-the-water pair is needed. Cadets are not permitted to wear wet footwear unless they are participating in on the water training. Seasonal outdoor footwear is recommended for ashore activities.

Clothing

On-the-water training. All personnel should have at least two sets of the following:

- shirt,
- sweater,
- shorts (if weather permits),
- bathing suit,
- pants, such as, sweat pants or lined nylon (NO JEANS PERMITTED as they restrict movement and become heavy when wet),
- undergarments,
- hat, and
- socks.

Ashore training. All personnel are to bring appropriate seasonal clothing. This clothing should not be the same clothing brought for on-the-water training.

Outerwear

- Warm hat (if expected temperatures are low),
- Jacket, and
- Gloves / mittens (if expected temperatures are low and cadets wish to wear gloves on the water, they must be suitable for working with small lines and moving parts).

Note: Wet weather gear and wetsuits may be available for loan from the sail / nautical centre.

PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND

CX25.01 Prepare for a Nautical Training Weekend 1

CX25.02 Participate in a Nautical Activity

SEA CADET INTER-DIVISIONAL COMPETITION (SIDC)

SIDC - Participate in the Sea Cadet Inter-Divisional Competition Weekend