



## ROYAL CANADIAN SEA CADETS

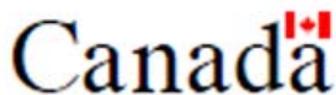
# PHASE ONE – INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-601/PF-001 dated 2015-09-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-601/PF-002.

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**LIST OF EFFECTIVE PAGES**

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**NOTE**

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Dates of issue for original and changed pages are:

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## FOREWORD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-601/PF-001 was developed under the authority of the Director Cadets, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase One training, including both Mandatory and Complementary Training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in Chapter 4 of A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets, Phase One – Qualification Standard and Plan (QSP)*, before instructing, so that each instructor can adequately plan for and prepare each lesson. The IG should then be used as the instructor's lesson plan after any adjustments are made during planning and preparation stages. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc. supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and/or enhance the activities, as long as they continue to contribute to enabling objectivity achievement.
4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



Points of interests or special instructions the instructor should pass along to cadets.

5. **Suggested Changes.** Suggested changes to this document may be sent directly to [cadetraining@canada.ca](mailto:cadetraining@canada.ca).

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**CHAPTER 1**

**PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 1**

**EO MX01.01A – PARTICIPATE IN A CITIZENSHIP TOUR**

---

Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 2**

**EO MX01.01B – ATTEND A PRESENTATION BY A COMMUNITY ORGANIZATION**

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Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 3**

**EO MX01.01C – ATTEND A PRESENTATION BY A CITIZEN-OF-INTEREST**

---

Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 4**

**EO MX01.01D – PARTICIPATE IN THE CANADIAN CITIZENSHIP CHALLENGE**

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Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
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INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 5**

**EO MX01.01E – HOST A CITIZENSHIP CEREMONY**

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Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 6**

**EO MX01.01F – PARTICIPATE IN AN ELECTION**

Total Time:

One session = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX01.01F (Participate in an Election) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

In coordination with the appropriate authority, select a decision or appointment to be made democratically by the corps / squadron, such as the inventory of the canteen, the cadet representative to the officer cadre, or the destination for a year-end trip.

Complete a process with the appropriate authority to select up to four candidates for the election or up to four options for the referendum (unless it is a yes / no question). Referendum options selected should have wide support throughout the corps / squadron, ensuring that campaign teams are equally motivated and that cadets must decide between compelling options.

Arrange for and brief two assistant instructors to conduct simultaneous activities with groups of cadets.

Prepare the required resources:

- materials required for the roles and processes described in the Guide for Election Officials located at Annex B for each polling station (one station per 20 cadets), to include:
  - two copies of the Guide for Election Officials located at Annex B,
  - one box with a slot or opening in the top, to act as a ballot box,
  - sufficient tape to seal the ballot box,
  - one presentation board, or cut open box, to act as a voting screen,
  - two pencils,
  - one ruler,
  - one 8.5" by 11" envelope, marked "Spoiled Ballots," and
  - materials located at Annex C (Referendum) or Annex D (Election), to include:
    - 23 ballots,
    - one copy of the Official Statement of the Vote form,
    - one copy of the Tally Sheet;

- flipchart paper or other method of displaying the reflection questions included in Annex A;
- materials for creating campaign items, including flipchart paper, markers, and flagging tape; and
- a nominal roll of all cadets to act as the list of electors.

To make a more realistic simulation, resources, such as a ballot box, voting screen, and seals, may be ordered from Elections Canada (elections.ca) at 1-800-463-6868.

## PRE-LESSON ASSIGNMENT

Nil.

## APPROACH

A practical activity was chosen for this lesson as a fun and interactive way to build on the cadets' knowledge of citizenship.

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## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this session the cadets shall have participated in a democratic process.

### IMPORTANCE

It is important for cadets to participate in an election as part of being a good citizen is having an appreciation for and awareness of the democratic process.

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## ACTIVITY

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1. Divide the cadets into three groups. Phase One / Green Star / Proficiency Level One and Phase Two / Red Star / Proficiency Level Two cadets will form "the electorate," Phase Three / Silver Star / Proficiency Level Three cadets will form "the campaigners," and Phase Four / Gold Star / Proficiency Level Four cadets will form "the election officials." A ratio of 15 cadets per three campaigners and per two election officials is ideal.



The grouping of cadets may be modified to meet individual corps / squadron requirements. For example, cadets may be moved between groups, despite their phase / star / proficiency level, to meet the 15 : 3 : 2 ratio. If there are not enough cadets to form all three groups, adult staff may be used to fill the role of campaigners.

2. Conduct the election as per the Election Instructions located at Annex A.



In this election, the instructor will be filling the role of Returning Officer, the official in charge of ensuring the election is carried out properly and providing materials.

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## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to participate in an election, as part of being a good citizen is having an appreciation for and awareness of the democratic process.

### INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting an election session, such as:

- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five cadets may complete leadership assignments, such as leading a campaign team, in accordance with POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities); and
- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project in accordance with PO 503 (Lead Cadet Activities).

Two assistant instructors are required for this lesson.

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## REFERENCES

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Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013, from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>.

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## ELECTION INSTRUCTIONS

<b>STEP 1: PREPARATION</b>		<b>TIME: 25 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Conduct an activity to stimulate an interest in democratic decision making, such as participating in:</p> <ul style="list-style-type: none"> <li>• a presentation by a guest speaker as per MX01.01B (Attend a presentation by a Community Organization) or MX01.01C (Attend a Presentation by a Citizen-of-Interest), such as an Elections Canada official, a former political candidate, or a former campaign worker;</li> <li>• related Heritage Minutes video activities as per EO MX01.01G (Participate in Heritage Minutes Video Activities), such as <i>Nellie McClung</i>, <i>Responsible Government</i> or <i>Baldwin &amp; LaFontaine</i>; and</li> <li>• relevant learning stations as per EO MX01.01H (Participate in Citizenship Learning Stations).</li> </ul>	<p>Prepare the campaigners to present their positions to the corps / squadron by:</p> <ol style="list-style-type: none"> <li>1. forming one campaign team per candidate and assigning candidates to those teams if an election is being conducted, forming two teams and assigning “yes” and “no” positions if a referendum is to be conducted on a yes / no question, allowing the cadets to form teams for their desired option if a referendum is to be conducted on an open-ended question;</li> <li>2. having the teams form a platform, including details on their option or candidate and points on why the candidate or option is the most desirable; and</li> <li>3. having the teams plan a campaign, including a presentation to the electorate.</li> </ol>	<p>Prepare the election officials to fill their role, by:</p> <ol style="list-style-type: none"> <li>1. grouping the cadets into teams of two, one cadet filling the role of Deputy Returning Officer and the other Poll Clerk;</li> <li>2. reviewing the roles and administering the oaths of office as per the Guide for Election Officials located at Annex B;</li> <li>3. reviewing the importance for strict impartiality by election officials — while they may have a position on the election / referendum, they must appear to be completely neutral (eg, they may not discuss the election / referendum, support a candidate or campaign, or otherwise allow for their preference to be known) — thereby helping to ensure that electors and campaigners have faith in the process and outcome;</li> <li>4. assigning a portion of the corps / squadron to each station by name (eg, A–H at Polling Station 1, I–M at Polling Station 2, etc.), providing the appropriate nominal roll to each station, and labeling the ballot box appropriately, if there is a need for more than one polling station; and</li> <li>5. having the cadets begin to set up polling stations as per the Guide for Election Officials located at Annex B.</li> </ol>

<b>STEP 2: CAMPAIGN</b>		<b>TIME: 20 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Have the campaign teams present their platforms to the corps / squadron, allowing equal time for each. Campaign teams may also distribute materials or methods of identifying their supporters, such as coloured flagging tape or signs.</p> <p>Election officials will observe the campaign activities, but, as discussed above, may not participate nor show support for any campaign.</p>		
<b>STEP 3: VOTE</b>		<b>TIME: 15 MIN</b>
<b>ELECTORATE (YEARS 1 &amp; 2)</b>	<b>CAMPAIGNERS (YEAR 3)</b>	<b>ELECTION OFFICIALS (YEAR 4)</b>
<p>Have the cadets filling the role of election officials administer the polling station for the corps / squadron as per the Guide for Election Officials located at Annex B. Have the election officials vote just before opening the polling station to the corps / squadron.</p> <p>One representative from each campaign may act as a scrutineer after taking the required oath (administered by the Deputy Returning Officer as per the handout located at Annex B) by observing the administration of a polling station. Campaigners may also continue to lobby cadets not attending the polling station.</p>		
<b>STEP 4: TABULATION AND REFLECTION</b>		<b>TIME: 15 MIN</b>

ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)
<p>Prompt reflection on the process by posing the following questions to the group to bring about understanding of the variety of decision-making processes used by citizens during elections and of the importance of the secret ballot to fair elections:</p> <p>Q1. What did you base your decision on?</p> <p>Q2. What role did the campaigns play in your decision?</p> <p>Q3. How did you find the voting process?</p> <p>Q4. At one time, citizens voted by standing up in front of a big crowd and announcing who they were voting for. How might this have affected how people voted?</p>	<p>Conduct a group discussion to draw awareness to the following points:</p> <ul style="list-style-type: none"> <li>campaign teams must present a united front, even if that means hiding their individual beliefs;</li> <li>creating a platform requires compromise and is a blend of different beliefs; and</li> <li>joining a campaign can be an interesting way to get involved in an election.</li> </ul> <p><b>Suggested Questions:</b></p> <p>Q1. What did you learn from the campaign process?</p> <p>Q2. Did you find it difficult to reach a collective platform?</p> <p>Q3. In supporting the campaign team, did you find that you ever had to express support for a position that you, personally, did not support? How did you feel about that?</p> <p>Q4. Do you plan to get involved in a campaign during the next election / referendum? Why or why not?</p>	<p>Tabulate the ballots as per the Guide for Election Officials located at Annex B;</p>
<b>STEP 5: RESULTS, DE-BRIEF, AND REFLECTION</b>		<b>TIME: 10 MIN</b>
ELECTORATE (YEARS 1 & 2)	CAMPAIGNERS (YEAR 3)	ELECTION OFFICIALS (YEAR 4)
Announce the results and declare the candidate / option with the plurality (greatest number) of votes selected.		

<p>Complete the following steps to debrief the cadets and link the election to Canadian elections:</p> <ol style="list-style-type: none"><li>1. provide time for the campaign team with a plurality to thank the electorate and the other campaign teams,</li><li>2. explain that this process is similar to that which is conducted to elect members of parliament,</li><li>3. identify the riding(s) relevant to the corps / squadron and the respective member(s) of parliament, and</li><li>4. note that all Canadian citizens age 18 or over may participate in those elections.</li></ol>	<p>Conduct a discussion to bring out the following points:</p> <ol style="list-style-type: none"><li>1. election officials, like public servants more generally, must give up some of their rights in order to maintain the impartiality of democratic processes; and</li><li>2. election officials play a key role in ensuring the fairness of elections by following a set of clear procedures that allow for results to be verified and trusted.</li></ol> <p><b>Suggested Questions:</b></p> <p>Q1. What did you observe about the election process?</p> <p>Q2. How did you feel about remaining impartial throughout the election?</p> <p>Q3. Would you be interested in performing this role again? Why or why not?</p>
---	---

## GUIDE FOR ELECTION OFFICIALS

### OATH OF OFFICE

This oath will be administered by the Returning Officer to the DRO and PC before they begin performing their duties.

*I solemnly affirm that:*

- *I am a member of \_\_\_\_\_ (give the name of the corps / squadron);*
- *I will act faithfully without partiality, fear, favour or affection and in every respect according to the law;*
- *at the polling station, I will maintain the secrecy of the vote.*

### ROLE DESCRIPTION AND CHECKLIST FOR THE DEPUTY RETURNING OFFICER

- Take the required oath as per the note box above.

#### Prepare the Polling Station

With the Poll Clerk, the Deputy Returning Officer shall:

- set up the polling station with the necessary materials as per Figure A-1;
- count the ballots provided by the Returning Officer;
- enter the number of ballots provided into the appropriate place on the Official Record of the Vote; and
- place their initials on the back of all ballots.

#### LAYOUT OF A POLLING STATION

Figure A-1 demonstrates a suggested layout for a polling station. The table for the campaign representatives is not required. If supplies permit, all material may be placed on a single table.

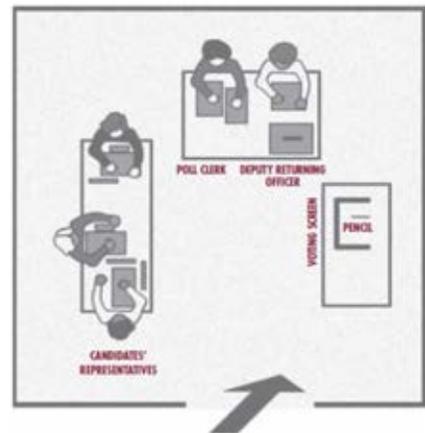


Figure A-1 Layout of a Polling Station

#### Administer the Voting Process

To open the polling station, the DRO shall:

- Administer the following oath to campaign representatives: *I solemnly affirm that: I will maintain the secrecy of the vote; I will not interfere with the marking of a ballot by any voter nor ask any voter how they are about to vote or have voted; and I will not induce a voter to show a marked ballot to any person;* and
- show all present that the ballot box is empty and seal it.

When an elector comes to vote, the DRO shall:

- ensure the DRO's initials are placed on the ballot paper, fold it twice as per Figure A-2, and present it to the elector with instructions to: go behind the voting screen, mark the circle opposite their choice (or, if using a write-in ballot, write their choice in the space provided), and return it folded the same way;
- check that the DRO's initials are on the ballot returned by the elector and return it to the elector with instructions to place it in the ballot box;
- if an elector indicates they have made a mistake, receive the spoiled ballot, place it in the envelope of spoiled ballots, and issue a new ballot to the elector;
- if an elector requires assistance to vote, provide assistance in such a way that the privacy of the vote is maintained (eg, instead of asking "who would you like to vote for?" ask the voter to point or write down the name of the person) and that it is done within full view of the Poll Clerk; and
- after voting, make sure the poll clerk places "V," for voted, next to the elector's name on the voters' list.



Figure A-2 Folding a Ballot

### Count the Votes

After voting is completed, counting of the ballots will commence. Only the DRO may handle ballots. The DRO shall:

- empty the contents of the ballot box onto the table;
- one by one, check each ballot for their initials, unfold, call out the name of the candidate or option that has been marked, and show the ballot to the candidates' representatives and to the poll clerk, who records the votes on a tally sheet;
- if a ballot does not clearly reflect a voter's intention or includes identifying information (eg, name or initials), declare that ballot rejected;
- place the ballots in piles, one for each candidate or option, with separate piles for rejected or spoiled ballots; and
- once counting is completed, complete the official statement of the vote.

ACCEPTABLE BALLOTS	UNACCEPTABLE (REJECTED) BALLOTS
Ballots marked with cross (X) or other symbol	Ballots not supplied by the Deputy Returning Officer (initials not present on back)
Ballots marked with a pencil or pen different than which was provided	Ballots not marked
Ballots where the mark leaves the circle	Ballots with a mark in the circle for more than one candidate (including if candidates appear to be ranked)
Ballots where the circle has been completely, or partially, shaded in	Ballots marked or written on by an elector in such a way that the elector could be identified
For write-in ballots, ballots with only part of the option as long as it is possible to determine the intended option	Ballots not marked in any of the circles

**ROLE DESCRIPTION AND CHECKLIST FOR THE POLL CLERK**

- Take the required oath as per the note box above.

**Open the Polling Station**

The Poll Clerk (PC) shall assist the DRO in setting up the polling station as per above.

**Administer the Voting Process**

After assisting the DRO in opening the polling station, the PC will process electors. When an elector comes to vote, the PC shall:

- have the elector state their name and division / platoon / flight;
- locate the elector’s name on the list and draw a line through the entry; and
- once the elector has exercised their right to vote, place a V for “voted” next to the elector’s name on the list.

**Count the Votes**

After voting has concluded, the PC shall:

- keep a tally of the votes cast as the DRO calls out the candidate or option selected using the tally sheet;
- report the total votes cast to the DRO; and
- assist the DRO in completing the Official Record of the Vote.

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## MATERIALS FOR A REFERENDUM

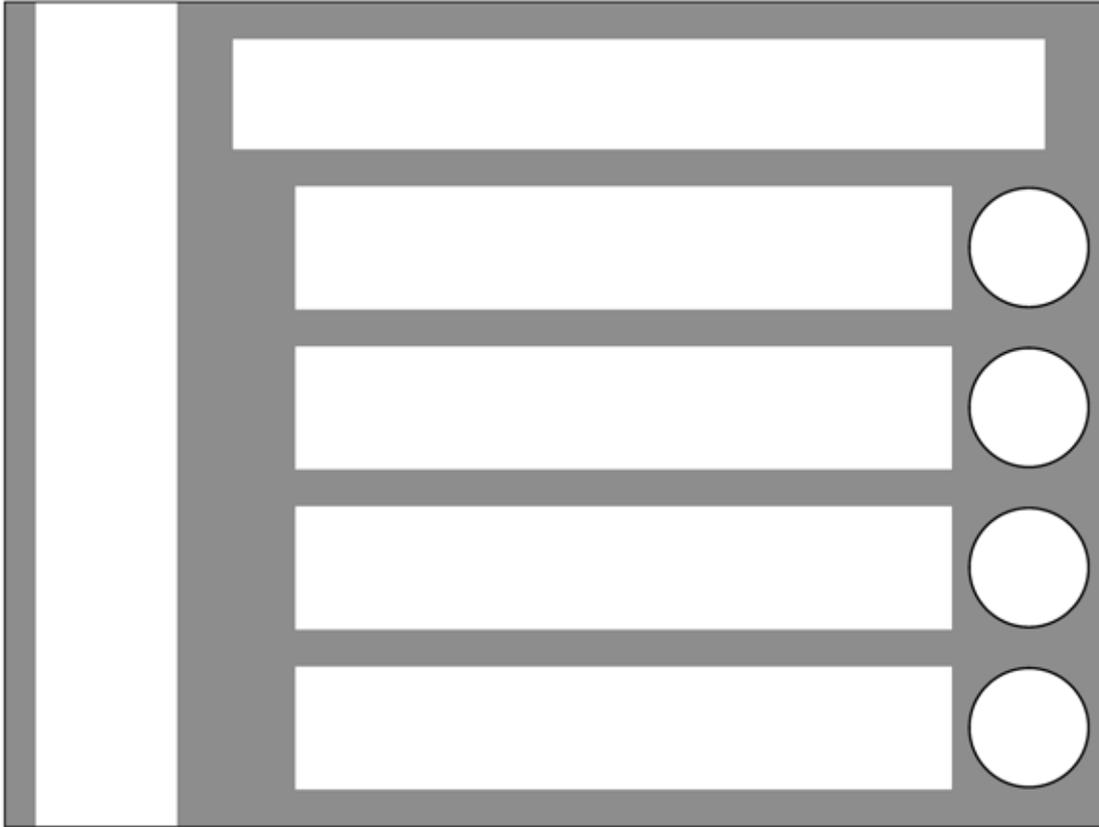
If you are conducting an election, to select a candidate for a position, see the materials at Annex D.

### Ballot for a Referendum with a “Yes” or “No” Question

		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>
		YES	<input type="radio"/>
		NO	<input type="radio"/>

**Ballot for a Referendum with Options**

Before reproducing the ballots, cut out the ballot, write in the question and options, and, if necessary, cut to modify the ballot for two or three options.



**Write-in Ballot for a Referendum**

If time does not permit for sufficient ballots to be prepared, a write-in ballot may be used. Post a list of options at the polling station and on the back of the voting screen, and provide the ballot below to electors.

I vote for	
Option of your choice.	

I vote for	
Option of your choice.	

I vote for	
Option of your choice.	

**Referendum Tally Sheet**

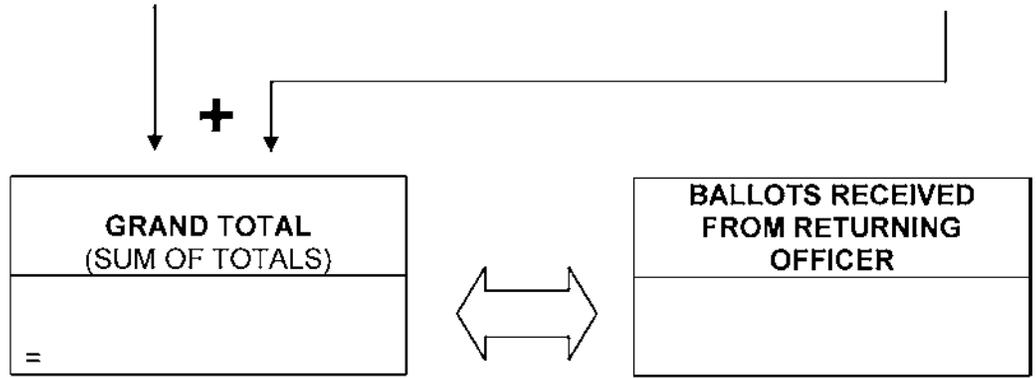
	OPTION					OPTION					OPTION					OPTION						
5																						5
10																						10
15																						15
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95																						95
100																						100
105																						105
110																						110
115																						115

**Official Statement of the Referendum Vote**

Polling Station: \_\_\_\_\_ Date: \_\_\_\_\_  
(Name or number)

OPTIONS (same order as on ballot)	NUMBER OF VOTES

VALID VOTES CAST	_____	SPOILED BALLOTS	_____
REJECTED BALLOTS	+ _____	UNUSED BALLOTS	+ _____
TOTAL VOTES CAST	= _____	TOTAL BALLOTS NOT USED TO VOTE	= _____



GRAND TOTAL OF THE COUNT MUST EQUAL THE NUMBER OF  
BALLOTS RECEIVED FROM THE RETURNING OFFICER

\_\_\_\_\_  
*Signature of Deputy Returning Officer*

\_\_\_\_\_  
*Signature of Poll Clerk*

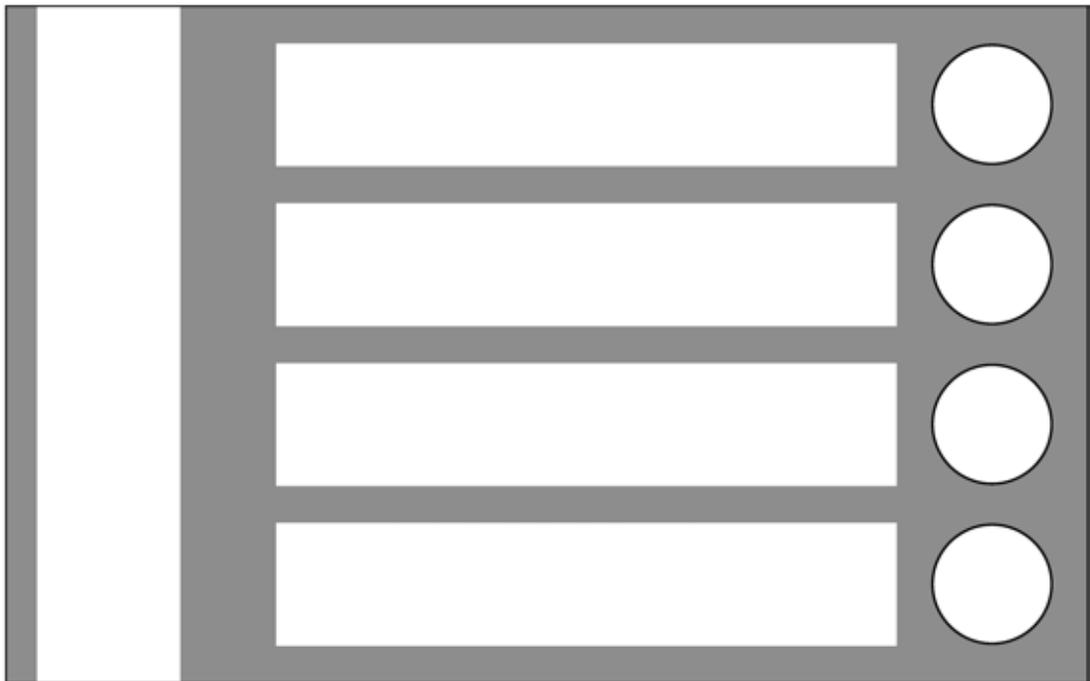
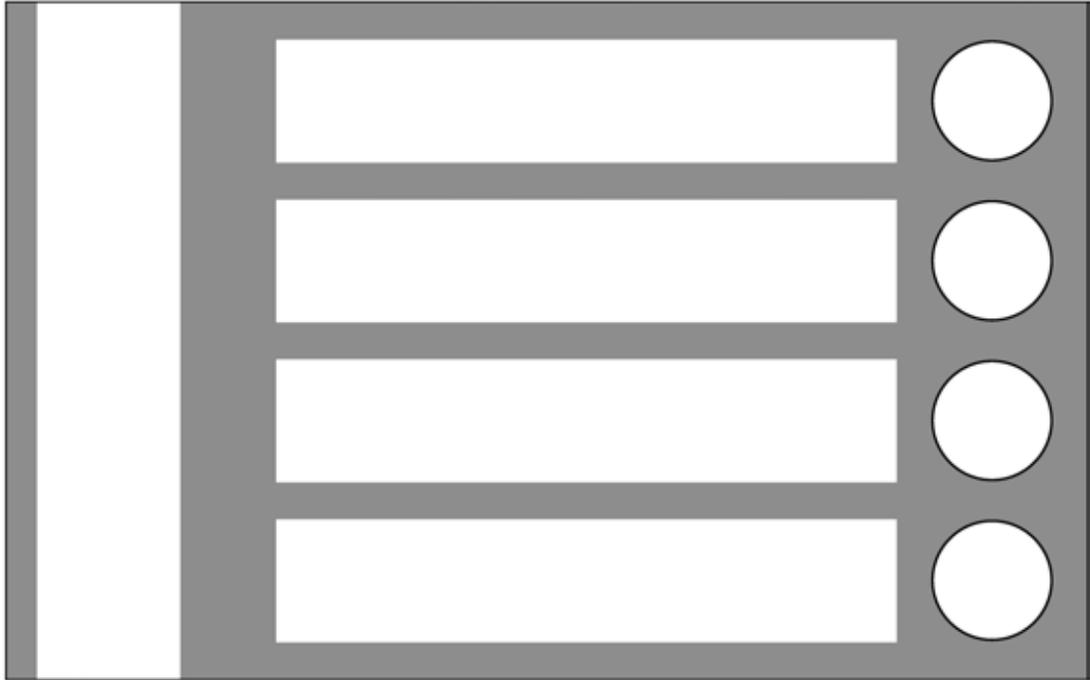
\_\_\_\_\_  
*Signature of Campaign Representative*

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## MATERIALS FOR AN ELECTION

### Ballot for an Election

Before reproducing, cut out the ballot, write in the candidate names, and, if necessary, cut to modify the ballot for two or three options.



**Write-in Ballot for an Election**

If time does not permit for sufficient ballots to be prepared a write-in ballot may be used. Post a list of options at the polling station and on the back of the voting screen and provide the ballot below to electors.

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

	<p>I vote for _____ Name and surname (or initials) of candidate of your choice.</p>
--	---

**Election Tally Sheet**

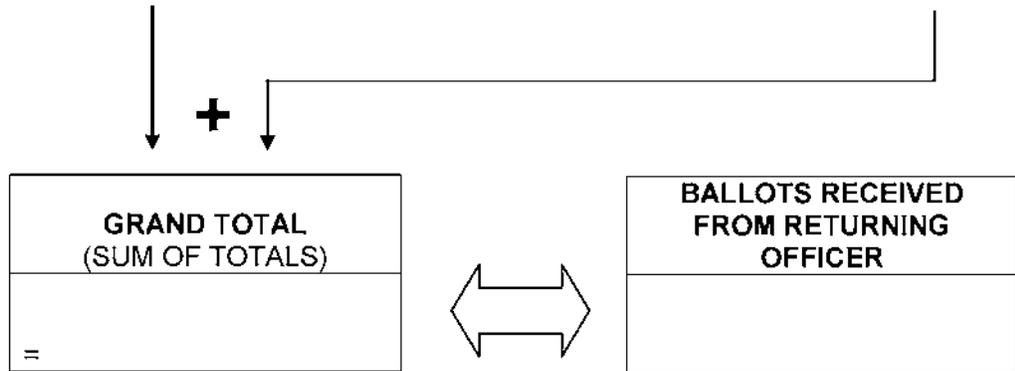
	CANDIDATE					CANDIDATE					CANDIDATE					CANDIDATE					
<b>5</b>																					<b>5</b>
<b>10</b>																					<b>10</b>
<b>15</b>																					<b>15</b>
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<b>115</b>																					<b>115</b>

**Official Statement of the Election Vote**

Polling Station: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Name or number)

CANDIDATES (same order as on ballot)	NUMBER OF VOTES

VALID VOTES CAST _____	SPOILED BALLOTS _____
REJECTED BALLOTS + _____	UNUSED BALLOTS + _____
TOTAL VOTES CAST = _____	TOTAL BALLOTS NOT USED TO VOTE = _____



GRAND TOTAL OF THE COUNT MUST EQUAL THE NUMBER OF  
 BALLOTS RECEIVED FROM THE RETURNING OFFICER

\_\_\_\_\_  
*Signature of Deputy Returning Officer*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Poll Clerk*

\_\_\_\_\_  
*Signature of Campaign Representative*

\_\_\_\_\_  
*Signature of Campaign Representative*



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 7**

**EO MX01.01G – PARTICIPATE IN HERITAGE MINUTES VIDEO ACTIVITIES**

Total Time:

One session = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX01.01G (Participate in Heritage Minutes Video Activities) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Select Heritage Minutes videos, and plan and prepare activities.

Heritage Minutes videos can be viewed on the Internet or purchased on DVD at [www.historica-dominion.ca](http://www.historica-dominion.ca) > VIDEO > HERITAGE MINUTES.

Example videos and accompanying activities are located at Annexes A–G.

In addition to the suggested Heritage Minutes video activities attached, activity leaders may choose their own Heritage Minutes videos and create their own interactive, challenging and fun activities. The suggested activities may be adapted as required.

For certain Heritage Minutes, the Historica-Dominion Institute provides activities that may be used by the activity leader. For example: [www.historica-dominion.ca](http://www.historica-dominion.ca) > VIDEO > HERITAGE MINUTES > BLUENOSE > LEARNING RESOURCES includes classroom tools for intermediate (Cadet Program Years 1 and 2) and secondary (Cadet Program Years 3 and 4).

Gather background information on the content of the selected videos so you are prepared to provide context to the cadets and answer any of their questions. Background information is available at [www.historica-dominion.ca](http://www.historica-dominion.ca) > VIDEO > HERITAGE MINUTES.

Gather the required resources:

- method to display the video (eg, television, DVD player, tablet, laptop),
- videos, and
- any other resources required as per selected activity.

**PRE-LESSON ASSIGNMENT**

Nil.

## **APPROACH**

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.

---

## **INTRODUCTION**

---

## **REVIEW**

Nil.

## **OBJECTIVES**

By the end of this session the cadets shall have participated in Heritage Minutes video activities.

## **IMPORTANCE**

It is important for cadets to participate in Heritage Minutes video activities as part of being a good citizen is having an appreciation for Canadian historical figures and significant events.

---

## **ACTIVITY**

---

1. Play the selected video or series of videos with a similar theme.
2. Conduct an activity in which the cadet will further explore the topic introduced in the video(s).

---

## **CONCLUSION**

---

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

It is important for cadets to participate in Heritage Minutes video activities as part of being a good citizen and having an appreciation for Canadian historical figures and significant events.

## **INSTRUCTOR NOTES / REMARKS**

There are numerous potential leadership opportunities for cadets when conducting a Heritage Minutes video activities session:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such as leading a Heritage Minutes video activity, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

---

## **REFERENCES**

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Historica Dominion Institute. *Heritage Minutes Videos*. Retrieved March 15, 2013, from <https://www.historica-dominion.ca/content/video>

## SUGGESTED HERITAGE MINUTES VIDEO ACTIVITIES: GENERAL

### GENERAL INTRODUCTORY ACTIVITIES

**Brainstorm.** As a large group or in smaller groups, have the cadets list what they know about the video topic (eg, inukshuk). If the video topic is not well-known, prepare questions that may help stimulate the cadets' thinking (eg, Who first used inukshuk? Where are the Inuit from? Which territory's flag shows an inukshuk? What were inukshuk used for?). If conducted as a large group, write down key words in a thought web as the cadets brainstorm.

**Think – Pair – Share.** Have the cadets individually think about and list what they know about the video topic (eg, Winnie the Pooh). Have the cadets share what they know about the video topic with a partner. Invite the cadets to share what they learned from their partner with the larger group.

**KWL Chart.** Have the cadets complete a chart with three columns:

- what they **K**now about the video topic (eg, maple syrup),
- what they **W**ant to know about the video topic, and
- what they have **L**earned about the video topic (to be completed after watching the video as part of the follow-up activity).

### GENERAL FOLLOW-UP ACTIVITIES

**Highlights.** Have the cadets individually list the three most interesting or surprising things they learned from watching the video. Have the cadets share and discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.

**Cadets' Questions.** Have the cadets write a question they have after watching the video. In other words, what more would they like to learn about this topic? Answer the cadets' questions or challenge them to find out the answer to their own question prior to the next session.

**Activity Leader's Questions.** Have the cadets respond to thought-provoking questions about the video topic. For example, if the video topic is the Avro Arrow, questions could include: What do you think the government's primary reasons were for cancelling the Arrow program? Do you agree / disagree with Prime Minister Diefenbaker's decision to cancel the Arrow program? What other technologies are recognized as being Canadian in origin, or associated with Canada?

**Learning Stations.** The video may be a short introductory video to stimulate the cadets' interests as part of a more comprehensive activity, such as learning stations. For more guidance on how to conduct learning stations refer to EO MX01.01G (Participate in Citizenship Learning Stations).

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## SUGGESTED ACTIVITY: *FLAGS* VIDEO

### ACTIVITY: CREATE YOUR OWN FLAG

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

#### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flag template located at Appendix 1,
- Pens / pencils, and
- Markers / coloured pencils.

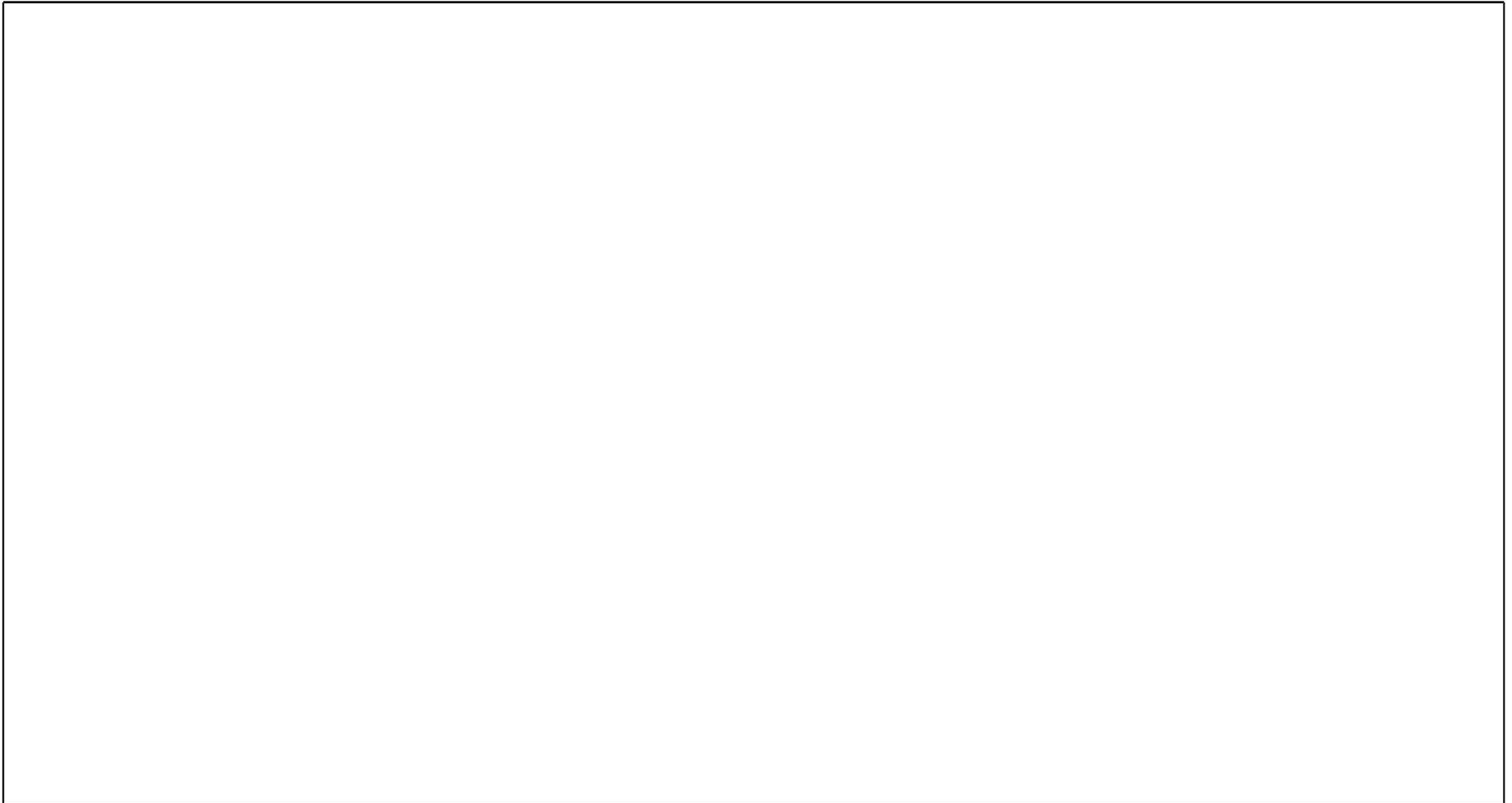
#### ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Flags* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute copies of the “Design Your Own Flag” template located at Appendix 1 and markers / coloured pencils to each team.
4. Have each team choose whether their flag will represent their municipality, province or country.
5. Give the teams 15 min to create their own flag. Tell the cadets the design and colour of the flags must reflect team consensus.
6. Give each team 2–3 min to present their flag, describe its features and explain their design choice to the rest of the teams. If there are four or more teams, pair them and have the cadets present their flag to another team.
7. Give the cadets 5 min to reflect / discuss the challenges of forming a consensus. Suggested questions for discussion include:
  - (a) What was the process your team used to reach a consensus?
  - (b) How easy / difficult was it for your team to reach a consensus regarding the design / creation of your flag?
  - (c) In the end, did all of the team members agree?
8. Display the flags at the corps / squadron for all to enjoy.

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# DESIGN YOUR OWN FLAG

*Use the template below to create your own flag. Your flag should reflect group consensus and can represent a nation, province or municipality.*



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## **SUGGESTED ACTIVITIES: *SAM STEELE* VIDEO**

### **ACTIVITY: “I WANT TO BE A CANADIAN”**

**TIME:** 15 min

**TRAINING LEVEL:** 1–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

#### **ACTIVITY INSTRUCTIONS:**

1. Show the cadets the *Sam Steele* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper, pens / pencils and markers to each team.
4. Give the teams 5 min to brainstorm and compile a list of characteristics and attributes that they feel exemplify the Canadian spirit.
5. Give each team 2–3 min to present and explain their list to the other groups.
6. After all of the teams have presented, have the cadets compare the lists to identify common characteristics and compile a master list.
7. Display the master list for the rest of the corps / squadron to see.

## SUGGESTED ACTIVITIES: *SAM STEELE* VIDEO

### ACTIVITY: ENTRANCE TO CANADA EXAM

**TIME:** 15 min

**TRAINING LEVEL:** 1–4

#### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Entrance to Canada Exam located at Appendix 1, and
- Pens / pencils.

#### ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Sam Steele* Heritage Minutes video.
2. In this role-play, the instructor will play “Sam Steele” and the cadets will play groups of people attempting to get into Canada.
3. Divide the cadets into teams of three or four to answer the questions in a role-play.
4. Have the cadets take the “Entrance to Canada Exam” administered by Sam Steele and answer ten of the questions correctly in order to “gain entry into Canada.”
5. Alternatively, have the cadets complete the written exam individually and hand them in to be marked by “Sam Steele.”



You may portray “Sam Steele” as a role-play in a realistic fashion, which could include wearing a Mountie uniform.

# ENTRANCE TO CANADA EXAM



*Congratulations! You have just arrived at the US – Canada border. In order to gain entrance, you must correctly answer 10 of the questions below:*

- Q1. Canada is made up of five distinct regions. Name three of them.**  
A. Atlantic, Central, Prairie, West Coast, Northern.
- Q2. What are the two official sports of Canada?**  
A. Hockey and lacrosse.
- Q3. What is Canada's motto?**  
A. English - From sea to sea, French - D'un océan à l'autre, Latin - A Mari Usque Ad Mare.
- Q4. Does Canada hold sovereignty over the North Pole?**  
A. No.
- Q5. What is the floral emblem of Canada?**  
A. Maple leaf.
- Q6. What is the national animal of Canada?**  
A. The beaver.
- Q7. The Canadian Coat of Arms has two animals holding up the shield. What are the two animals?**  
A. A lion and a unicorn.
- Q8. What are the three orders of government in Canada?**  
A. Federal, provincial / territorial, and municipal.
- Q9. Who is Canada's Head of State?**  
A. The Monarch.
- Q10. What is Canada's system of government called?**  
A. Parliamentary democracy and constitutional monarchy.
- Q11. How are members of Parliament chosen?**  
A. Elected by Canadian citizens.
- Q12. Name six responsibilities of citizenship.**  
A. Vote, help others, care for our heritage and environment, obey Canada's laws, respect the rights of others, and eliminate injustice.
- Q13. How is the Prime Minister chosen?**  
A. The leader of the party with the most elected representatives becomes the Prime Minister.

**Q14. What are the three main groups of Aboriginal peoples?**

A. First Nations, Métis and Inuit.

**Q15. What are the two official languages of Canada?**

A. French and English.

**Q16. What do you call the Sovereign's representative in the provinces?**

A. Lieutenant-Governor.

**Q17. What does confederation mean?**

A. Joining of provinces to make a new country.

**Q18. What does it mean to say Canada is a constitutional monarchy?**

A. Canada's Head of State is a hereditary sovereign (Queen or King) who reigns in accordance with the constitution.

**Q19. What is the meaning of the Remembrance Day poppy?**

A. To remember the sacrifice of Canadians who have served or died in wars up to the present day.

**Q20. When is Canada Day and what does it celebrate?**

A. The anniversary of Confederation - July 1st of each year.

## **SUGGESTED ACTIVITY: *NELLIE MCCLUNG* VIDEO**

### **ACTIVITY: THE RIGHT TO VOTE**

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

#### **ACTIVITY INSTRUCTIONS:**

1. Show the cadets the *Nellie McClung* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper and markers to each group.
4. Give the teams 10 min to brainstorm and compile a list of reasons why it is important for all Canadian citizens to have the right to vote.
5. Give each team 2–3 min to present and justify their list to the rest of the teams.
6. After all of the teams have presented, have the cadets compare the lists to identify common reasons and compile a master list.
7. Give the cadets 5 min to discuss other voting issues. Suggested questions for discussion can include:
  - (a) Should a Canadian citizen ever lose the right to vote?
  - (b) Should prisoners be allowed to vote?
8. Display the master list for the corps / squadron to see.

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## SUGGESTED ACTIVITIES: AVRO ARROW VIDEO

### ACTIVITY: "CANADIAN OR NOT" GAME

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

#### PRE-ACTIVITY INSTRUCTIONS:

- Gather the required resources:
  - "Canadian or NOT" flashcards at Appendix 1 (1 set per team),
  - Flipchart paper,
  - Pens / pencils, and
  - Markers.
- Photocopy the "Canadian or NOT" flashcards and cut them into individual cards.



Powerpoint slides can also be created to represent the flashcards. Feel free to create additional cards.

#### ACTIVITY INSTRUCTIONS :

1. Show the cadets the *Avro Arrow* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Select 15 items from the Canadian list and 10 items from the "Not" list to create flashcards or slideshow questions.
4. Show the cadets flashcards with the name / picture of either a Canadian invention or foreign invention.
5. Allow the teams time to discuss briefly and decide if the invention being displayed is "Canadian or NOT." Have an instructor / cadet keep score.
6. Repeat Steps 4 and 5 until all 25 flashcards have been seen by the cadets.
7. Declare the team with the most points at the end of the 25 cards the "Great Canadian Know-it-Alls."

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## CANADIAN OR NOT?

Select 15 items from the Canadian list and 10 items from the “Not” list to create flashcards or slideshow questions. Feel free to add your own items.

CANADIAN	NOT
<p data-bbox="224 506 347 533">Blue Box</p> 	<p data-bbox="894 506 1018 533">Bar Code</p> 
<p data-bbox="224 947 315 974">Zipper</p> 	<p data-bbox="894 947 1105 974">Electric Blanket</p> 

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="77 233 224 262"><b>Anti-G suit</b></p> 	<p data-bbox="748 233 829 262"><b>Glider</b></p> 
<p data-bbox="77 829 224 858"><b>Blackberry</b></p> 	<p data-bbox="748 829 971 858"><b>DNA Sequencing</b></p> 
<p data-bbox="77 1365 233 1394"><b>Paint Roller</b></p> 	<p data-bbox="748 1365 899 1394"><b>Eyeglasses</b></p> 

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="224 233 454 262"><b>Heart Pacemaker</b></p>  <p data-bbox="313 302 782 743">A photograph of a Medtronic Kappa DR701 heart pacemaker. The device is oval-shaped with a metallic finish. It features several labels: 'IS-1' at the top, 'Medtronic Kappa™' in the center, 'DR701' in a large font below it, 'SN PGU234-56R' at the bottom, and 'DDDR' on the right side. There are also some small icons and a 'USA' label at the bottom.</p>	<p data-bbox="893 233 1088 262"><b>Artificial Heart</b></p>  <p data-bbox="1045 352 1448 739">A photograph of a hand holding a transparent artificial heart. The device is roughly heart-shaped and made of clear plastic. It has several ports and valves on its surface, some with black caps. The hand is positioned at the bottom, supporting the device.</p>
<p data-bbox="224 764 552 793"><b>Universal Standard Time</b></p>  <p data-bbox="357 840 738 1218">A photograph of a standard analog clock face. It is circular with a white background and black markings. The numbers 1 through 12 are arranged around the perimeter. The hands are black, and the clock is shown from a slightly elevated angle.</p>	<p data-bbox="893 764 990 793"><b>Aspirin</b></p>  <p data-bbox="1063 840 1372 1050">A photograph of two white, round aspirin tablets. They are stacked slightly, with one in front of the other. The tablets are smooth and have a slight shadow underneath them.</p>
<p data-bbox="224 1247 438 1276"><b>Prosthetic Hand</b></p>  <p data-bbox="316 1312 779 1659">A photograph of a person's arm wearing a prosthetic hand. The prosthetic is dark-colored and appears to be made of a rigid material. The person is holding a pen with their prosthetic hand, demonstrating its functionality. The background is a plain, light-colored wall.</p>	<p data-bbox="893 1247 1031 1276"><b>Safety Pin</b></p>  <p data-bbox="1039 1312 1388 1512">A photograph of a metal safety pin. It is a standard safety pin with a sharp point and a clasp. The pin is shown from a side-on perspective, highlighting its curved shape and the clasp mechanism.</p>

CANADIAN	NOT
<p data-bbox="77 233 172 260"><b>Insulin</b></p> 	<p data-bbox="748 233 898 260"><b>Matchstick</b></p> 
<p data-bbox="77 825 310 852"><b>Robertson Screw</b></p> 	<p data-bbox="748 825 878 852"><b>Paperclip</b></p> 
<p data-bbox="77 1302 180 1329"><b>Pablum</b></p> 	<p data-bbox="748 1302 834 1329"><b>Pencil</b></p> 

<b>CANADIAN</b>	<b>NOT</b>
<p data-bbox="224 233 438 260"><b>Pealess Whistle</b></p> 	<p data-bbox="893 233 1019 260"><b>Tetra Pak</b></p> 
<p data-bbox="224 667 354 695"><b>Lightbulb</b></p> 	<p data-bbox="893 667 1123 695"><b>Pencil Sharpener</b></p> 
<p data-bbox="224 1176 483 1203"><b>Electric Wheelchair</b></p> 	<p data-bbox="893 1176 1062 1203"><b>Stethoscope</b></p> 

CANADIAN	NOT
<p data-bbox="77 233 191 260"><b>CADPAT</b></p> 	<p data-bbox="748 233 870 260"><b>Gore Tex</b></p> 
<p data-bbox="77 728 245 756"><b>Goalie Mask</b></p> 	
<p data-bbox="77 1274 217 1302"><b>Plexiglass</b></p> 	

CANADIAN	NOT
<p data-bbox="224 254 435 283"><b>Alkaline Battery</b></p> 	
<p data-bbox="224 739 375 768"><b>Egg Carton</b></p> 	
<p data-bbox="224 1186 397 1215"><b>Garbage Bag</b></p> 	

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## SUGGESTED ACTIVITIES: GREY OWL VIDEO

### ACTIVITY: WHY MOVE TO CANADA?

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

#### PRE-ACTIVITY INSTRUCTIONS:

Gather the required resources:

- Flipchart paper,
- Pens / pencils, and
- Markers.

#### ACTIVITY INSTRUCTIONS:

1. Show the cadets the *Grey Owl* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper and markers to each team.
4. Give the teams 15 min to brainstorm and answer the following question: “*What is it about Canada that makes people from all over the world decide to move here and become citizens?*”
5. Give each team 2–3 min to present their answers to the rest of the teams.
6. After all of the teams have presented, have the cadets compare the answers to compile a master list.
7. Display the master list for the rest of the corps / squadron to see.

## **SUGGESTED ACTIVITIES: GREY OWL VIDEO**

### **ACTIVITY: “LET’S MARKET CANADA”**

**TIME:** 60 min

**TRAINING LEVEL:** 3–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Canada: “The” Place to Live! fact-sheet template located at Appendix 1,
- Flipchart paper,
- Pens / pencils, and
- Markers.

#### **ACTIVITY INSTRUCTIONS:**

1. Show the cadets the *Grey Owl* Heritage Minutes video.
2. Divide the cadets into teams of three or four.
3. Distribute flipchart paper, markers and fact-sheet template to each team.
4. Give the teams 35 min to create a marketing campaign to sell Canada around the world, including a poster, a slogan and a fact-sheet of reasons why Canada is “the place to live.”
5. Give each team 5 min to present their campaign to the rest of the teams.
6. Declare the team with the most convincing campaign the “Canadian Marketeers.”
7. Display campaign materials for the rest of the corps / squadron to enjoy.



*"The" Place to Live!*



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## **SUGGESTED ACTIVITY: HERITAGE MINUTES VIDEO**

### **ACTIVITY: STORYBOARD / DIY HERITAGE MINUTES VIDEO**

**TIME:** 60 min

**TRAINING LEVEL:** 1–4

#### **PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Storyboard template located at Appendix 1,
- Pens / pencils,
- Markers, and
- Video recording devices, if available.

#### **ACTIVITY INSTRUCTIONS:**

1. Show the cadets two or three of the Heritage Minutes videos.
2. Divide the cadets into teams of three or four.
3. Distribute copies of the Heritage Minutes video template and pencils to each team.
4. Have each team choose a prominent Canadian figure, event or symbol to be the subject of their own one-minute Heritage Minutes video.
5. Give the teams 20 min to brainstorm their own concept for a one-minute “Heritage Minutes” video and create a basic script / stick figure storyboard using the template provided.
6. If resources allow, have the teams record their videos in addition to creating a storyboard. A variety of devices can be used, such as cell phones, digital cameras, or video cameras.
7. Give each team 2–3 min to explain their concept and present their storyboard / video to the rest of the teams.
8. The corps / squadron Commanding Officer may authorize exceptional videos to be uploaded to corps / squadron websites / Youtube channels or shown at Annual Ceremonial Reviews, Mess Dinners, etc.

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HERITAGE MINUTES VIDEO  
STORYBOARD TEMPLATE

Name of Project: \_\_\_\_\_

Group Members: \_\_\_\_\_



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**COMMON TRAINING**  
**ALL TRAINING LEVELS**  
**INSTRUCTIONAL GUIDE**  
**CITIZENSHIP**



**SECTION 8**

**EO MX01.01H – PARTICIPATE IN CITIZENSHIP LEARNING STATIONS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX01.01H (Participate in Citizenship Learning Stations) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Select learning stations, and plan and prepare activities. Learning station activities are located at Annexes A–M.

Learning Station	Annex	Self-Directed	Instructor Directed	Time		Trg Lvl	
				15 min	30 min	1-2	3-4
Rights and Responsibilities of Canadian Citizens	A	X	X	X		X	X
Great Canadian Trivia Game	B	X	X	X		X	X
History of Canada in 30 Min or Less	C		X		X	X	X
Canadian Contributions: Parking Spaces	D	X	X		X	X	
Canadian Contributions: Great Canadians	E	X	X		X		X
How Canadians Govern Themselves	F		X		X	X	X
Elections	G		X	X		X	X
Canadian Justice System	H	X	X		X	X	X
Canadian Symbols: Treasure Hunt	I		X		X	X	
Canadian Symbols: Coat of Arms	J	X	X		X		X
Canada's Economy	K	X			X	X	X
Canada's Regions: Symbols Map	L	X	X		X	X	
Canada's Regions: Worksheet	M	X			X		X

In addition to the suggested activities at Annexes A–M, instructors may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stop watch or other timer. Some learning stations require assistant instructors.

## **PRE-LESSON ASSIGNMENT**

Nil.

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## **INTRODUCTION**

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### **APPROACH**

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.

### **REVIEW**

Nil.

### **OBJECTIVES**

By the end of this session the cadets shall have gained an understanding of citizenship topics covered in the selected learning stations.

### **IMPORTANCE**

It is important for cadets to understand our national history, government, identity and values in order to help them become responsible citizens and members of their communities.

---

## **ACTIVITY**

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1. Divide the cadets into teams of four.
2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.
3. Assign each team to their first learning station.
4. Supervise and provide guidance where necessary.

---

## **CONCLUSION**

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### **METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

It is important for cadets to participate in citizenship learning stations to develop an understanding of their roles and history as Canadian citizens.

### **INSTRUCTOR NOTES / REMARKS**

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such

as leading or supervising individual learning stations, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

---

**REFERENCES**

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Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of Citizenship*. Retrieved March 12, 2013 from <http://www.cic.gc.ca/english/pdf/pub/discover.pdf>

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## RIGHTS AND RESPONSIBILITIES OF CITIZENS

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the rights and responsibilities of Canadian citizens, and have them consider their connection to those rights and responsibilities.

**TIME:** 15 min

**TRAINING LEVEL:** 1-4

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Rights and Responsibilities instruction sheet at Appendix 1 (1 copy),
  - Rights and Responsibilities of Canadian Citizens handout at Appendix 2 (enough for each team),
  - Citizens' Wall sheet at Appendix 3 (1 copy),
  - Flipchart and markers, and
  - Masking tape.
- Print the Rights and Responsibilities of Canadian Citizens handouts and place on the table.
- Post the Rights and Responsibilities instruction sheet on the wall or tape it to the table.
- Leave a separate area on the wall – The Citizens' Wall – for teams to post their finished lists of rights and responsibilities next to the Citizens' Wall sheet (ideally, this space should be away from the table and on the way to the next station).

### ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Rights and Responsibilities instruction sheet.

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# INSTRUCTIONS: RIGHTS AND RESPONSIBILITIES

Congratulations! You have just founded your own new country. Your first order of business is to decide what rights and freedoms your citizens will enjoy and what their responsibilities will be.

1. Read the rights and responsibilities of Canadian citizens.
2. Discuss. Will your country have the same rights and responsibilities? Why or why not?
3. Brainstorm ideas and write the list of Rights and Responsibilities for your country on the flipchart.
4. Add your list to the Citizens' Wall, and take a moment to compare your list to other teams' and discuss.

## *Things to think about...*

- ✦ *In some countries, like Norway and Israel, citizens must serve in the military. How would life in your country be different than in Canada if you had this responsibility?*
- ✦ *Switzerland has four national languages. How many official languages would your country have? How would your citizens' rights reflect this?*
- ✦ *There was a time when only men could vote or be elected in Canada. Now all citizens over 18 can vote. Who would be allowed to vote in your country, and how will this affect their responsibilities?*

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# RIGHTS AND RESPONSIBILITIES OF CANADIAN CITIZENS

## Rights and Freedoms

Canadians are free to: follow the religion of their choice; hold and express their own opinions; assemble peacefully in support of a cause; and make or join groups that promote a common interest. In 1982, the Constitution of Canada was amended to include the Canadian Charter of Rights and Freedoms, which explains our fundamental freedoms and sets out additional rights. Some of these are:

- ✦ Equality – the law protects everyone equally and does not discriminate against anyone.
- ✦ Mobility – you are allowed to live anywhere in Canada, and to leave the country if you wish.
- ✦ Democratic – once you turn 18, you have the right to vote and run for political office.
- ✦ Legal – if you are accused of a crime, you are presumed innocent unless proven guilty and have a right to be represented by a lawyer in a court of law. You are also allowed to have an interpreter during court proceedings.
- ✦ Language – the Canadian government gives English and French equal rights and privileges, and you can communicate with them in either official language.

If any Canadian feels that their rights have been violated, they are allowed to address that violation in court.

## Responsibilities

Rights always come with responsibilities. Some of your responsibilities as a Canadian are to:

- ✦ Understand and obey the law
- ✦ Allow other Canadians to enjoy their rights and freedoms
- ✦ Vote and to participate in the democratic political system
- ✦ Appreciate and help preserve Canada's environment and multicultural heritage
- ✦ Be an active and helpful member of the community

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# Rights and Responsibilities of Canadian Citizens

# CITIZENS' WALL

Post the list of your country's rights  
and responsibilities here. How does your list  
compare to the others displayed on this wall?

Do you agree with their decisions?  
Why or why not?

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## THE GREAT CANADIAN TRIVIA GAME

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with Canadian history and culture.

**TIME:** 15 min

**TRAINING LEVEL:** 1-4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Great Canadian Trivia Game Instruction sheet located at Appendix 1 (1 copy),
  - Great Canadian Trivia Game game cards located at Appendix 2 (one set), and
  - Paper and pens or markers for the cadets to make score sheets.
- Print, cut and fold trivia cards so that the answer (with the picture) is hidden on the inside—if available, card stock will work well.
- Set up this learning station in an area where the players will not disrupt other cadets—it may be a noisy game.
- Set up seating for all players.
- Place trivia cards in a bowl, hat, helmet, etc. for players to draw from.
- Post the instruction sheet somewhere visible.
- Material for additional trivia questions may be found at [www.101things.ca](http://www.101things.ca) and [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com).

**ACTIVITY INSTRUCTIONS:**

Have cadets read and follow the instruction sheet.

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# WELCOME TO THE GREAT CANADIAN TRIVIA GAME!

It's time to test your knowledge of Canadian history and culture! Here's how to play the game:

1. Divide your team in two. One half will be playing against the other.
2. Make a score sheet for your game on the paper provided.
3. Choose a side to go first. A member of the opposing side will get to ask the question.
4. Draw a question card. You can open it, but don't show anyone the answer inside. Read the question on the outside, followed by the multiple choice options.
5. If the side guessing gets the question wrong, the other side can steal by getting the right answer (but the person asking can't help them!). Go back and forth between the teams until the correct answer is found.
6. Once someone says the correct answer, open the card and read the inside to the team. You can show the picture, too.
7. Record correct answers on the score sheet. Basic cards are worth 1 point, Intermediate 2 points and Expert 3 points.
8. Know all the answers? Make up some Canadian trivia questions of your own and see if the other team can answer them!

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**The Village.** Early European explorers may have believed the Iroquois word "Kanata," which refers to any settlement, was the name of the country. However it came about, the name represents Canada as a welcoming community of neighbours.



Fold

Fold

Cut



**Aboriginal peoples.** One of Canada's most famous artists is painter Norval Morrisseau, called Copper Thunderbird, whose work reflects his aboriginal heritage.

**The Underground Railroad** brought fleeing slaves safely to Canada, and many of them decided to settle here. Mary Ann Shadd Cary, whose parents were part of the Underground Railroad, became an activist for African-Canadian rights and Canada's first female publisher.



**Charlottetown, P.E.I.** Interestingly, P.E.I. didn't become part of Canada with New Brunswick, Nova Scotia, Ontario and Quebec in 1867, but joined later in 1873. The bridge that connects N.B. and P.E.I. is called the Confederation Bridge in honour of Charlottetown's role in the birth of the country.



 **Basic**

The word "Canada" most likely comes from a First Nations word that means:

- a) The river
- b) The village
- c) The maple tree
- d) The place with snow

 **Basic**

The First Nations, Inuit and Metis, descendents of the first people to live in this country, are Canada's...

- a) Aboriginal peoples
- b) Founding fathers
- c) Official culture
- d) National peoples

 **Basic**

Upper Canada was the first British colony to work to abolish slavery. Many former slaves escaped to Canada from the U.S. through a network called the:

- a) Trans-Canada Trail
- b) Anti-Slavery Network
- c) Underground Railroad
- d) Canadian Red Cross

 **Basic**

Canada officially became a country on July 1, 1867, but it was a long process. The first conference about confederation was in 1864. Where was it held?

- a) Ottawa, Ont.
- b) Halifax, N.S.
- c) Montreal, Que.
- d) Charlottetown, P.E.I.

**Vikings.** These Icelandic explorers established a settlement in what is now known as L'Anse aux Meadows, Newfoundland and Labrador, over a thousand years ago.



Fold

Fold

Cut

**Louis Riel** was eventually executed for treason for his role in armed uprisings against the government, but he is regarded by many Canadians as a defender of Métis rights. The government established the province of Manitoba and the North West Mounted Police (now the RCMP) in response to Riel's rebellion.



**Laura Secord** lived in American-occupied territory that is now part of Ontario. The information she passed on helped the British defeat the Americans. Laura Secord Chocolates was named in her honour on the 100<sup>th</sup> anniversary of her trek.



**Acadians.** Many present-day Acadians live in New Brunswick, Canada's only bilingual province. The word "Cajun" comes from Acadians who moved to Louisiana after losing their homes to the British in the 1770s.



Acadian Flag



### Intermediate

Many Canadians are descended from European immigrants. But who were the very first Europeans to visit North America?

- a) The French
- b) The English
- c) The Vikings
- d) The Russians



### Intermediate

The Métis are a distinct Canadian culture with both Aboriginal and European ancestry. Which Métis leader started a rebellion that resulted in the formation of both Manitoba and the RCMP?

- a) William Lyon Mackenzie
- b) Louis Riel
- c) Laura Secord
- d) Sir Isaac Brock



### Intermediate

In the War of 1812, the United States tried to invade Upper Canada. Which Canadian heroine traveled 30 km to warn the British army of an impending American attack?

- a) Jeanne Mance
- b) Mary Ann (Shadd) Carey
- c) Laura Secord
- d) Florence Nightingale



### Intermediate

The descendants of French colonists who settled the Atlantic provinces in the 1600s are called...

- a) Acadians
- b) Quebecois
- c) Métis
- d) Haligonians

**Dominion Day**, because Canada's official name was the Dominion of Canada. The term came from a section of the Bible that described "dominion from sea to sea and from the river to the ends of the earth," and was chosen because it reflected the image of a strong, united Canada.



Fold

Fold

Cut

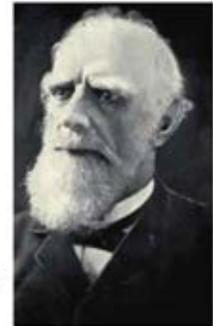
**Loyalists** were American colonists still loyal to Britain. They settled in Canada, and many Canadian communities and institutions now bear the word "loyalist" in their names. Though an independent country, Canada remains part of the Commonwealth.



**Scotland.** Many Canadians' ancestors came from Scotland and Ireland. Nova Scotia actually means "New Scotland." Canada's culture is influenced by the cultures of the people who make up our country, and the military in particular keeps many Scottish traditions.



**Lord Strathcona** was also a great supporter of Cadets, and Banff, Canada's first national park, was named after his birthplace in Scotland. The railroad was actually built by Chinese and European immigrants, often under terrible conditions. Banff was founded after some of these railroad workers discovered beautiful hot springs in the Rocky Mountains of Alberta.





**Expert**

On July 1, we celebrate Canada Day, but prior to 1982, it had a different name. What was it originally called?

- a) Independence Day
- b) Confederation Day
- c) Dominion Day
- d) Happy Birthday Canada



**Expert**

During the American Revolution, Canada became a safe haven for supporters of the British. What were they called?

- a) Monarchists
- b) Loyalists
- c) Rebels
- d) Pacifists



**Expert**

Canada's first Prime Minister was Sir John Alexander Macdonald, one of the Fathers of Confederation. Where was he born?

- a) Scotland
- b) Canada
- c) England
- d) The United States



**Expert**

The Canadian Pacific Railway (CPR) was completed in 1885. The director of CPR was Donald Smith, otherwise known as:

- a) Lord Beaverbrook
- b) Lord Strathcona
- c) The Duke of Edinburgh
- d) Lord Durham

**Astronauts.** Marc Garneau became the first Canadian in space in 1984. Canada has contributed personnel and technology to many space missions. The "Canadarm" mechanical arms mounted on space shuttles and the International Space Station were designed and built in Canada.



Fold

Fold

Cut

**British Columbia.** Terry Fox started his "Marathon of Hope" in Newfoundland, running the equivalent of a marathon each day with a prosthetic leg. Though he was never able to reach his goal, Canadians across the country run to raise money for cancer research each year in his memory.



**Asia.** Chinese languages are among the most commonly spoken at home by Canadians. Every year, communities all over the country celebrate Chinese New Year and other Asian traditions.



**Dr. Emily Stowe** was also the first woman to practice medicine in Canada. Thanks to her efforts and those of other suffragettes, women gained the right to vote starting in 1916.



 **Basic**

Roberta Bondar, Marc Garneau and Chris Hadfield are the names of Canadian....

- a) Inventors
- b) Astronauts
- c) Prime Ministers
- d) Archaeologists

 **Basic**

Terry Fox was a young man who began a cross-Canada run to raise money for cancer research. What province was he from?

- a) Newfoundland and Labrador
- b) Ontario
- c) British Columbia
- d) Saskatchewan

 **Intermediate**

Immigrants have come to Canada from all over the world, but since the 1970s, most new Canadians come from one particular area. Where is it?

- a) Africa
- b) Asia
- c) Europe
- d) South America

 **Expert**

At one time, only adult men who owned property were allowed to vote. The movement to give women a vote was led by:

- a) Dr. Emily Stowe
- b) Jean Chretien
- c) Laura Secord
- d) The province of Manitoba

## HISTORY OF CANADA IN 30 MIN OR LESS

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with some key events in Canadian history.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Provide an area large enough for all team members with a table and ample wall space to display cards. Ideally, this space should be away from the table and on the way to the next station.
- Gather the required resources:
  - History of Canada in 30 Min or Less timeline cards at Appendix 1 (1 set per team),
  - History of Canada in 30 Min or Less answer key at Appendix 2, and
  - Masking tape.
- Print a set of the History of Canada in 30 Min or Less timeline cards for each team. Cut them into individual cards and place them on the table.
- Post the History of Canada in 30 Min or Less activity instruction sheet on the wall or tape it to the table.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into two teams.
2. Give the teams 15 min to arrange their timeline cards in chronological order and post them on the wall using the masking tape.
3. Check the answer key to determine if each team's timeline is arranged correctly.
4. If there is enough time remaining in the activity, give the cadets the chance to adjust the order of their cards.
5. Declare the team with the most events in the correct order the "Canadian History Buffs."

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# HISTORY OF CANADA

*IN 30 MINUTES OR LESS*



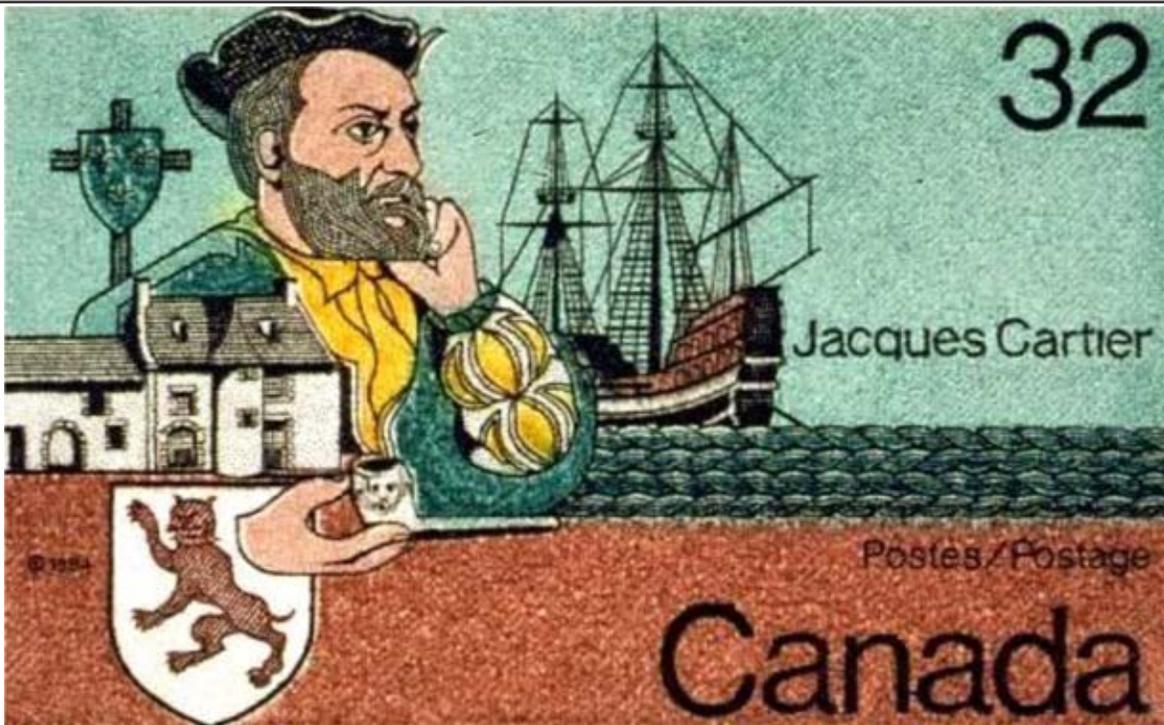
**Prehistoric hunters cross over into Canada from Asia**



**Leif Ericsson leads a Viking expedition to the New World**



**John Cabot reaches Newfoundland**



**Jacques Cartier first explores the St. Lawrence region**



Samuel de Champlain establishes a French colony at Quebec City



Hudson's Bay Company is formed



**Expulsion of the Acadians**



**Battle of the Plains of Abraham: Quebec City is captured**



**War of 1812: U.S. invades Canada**



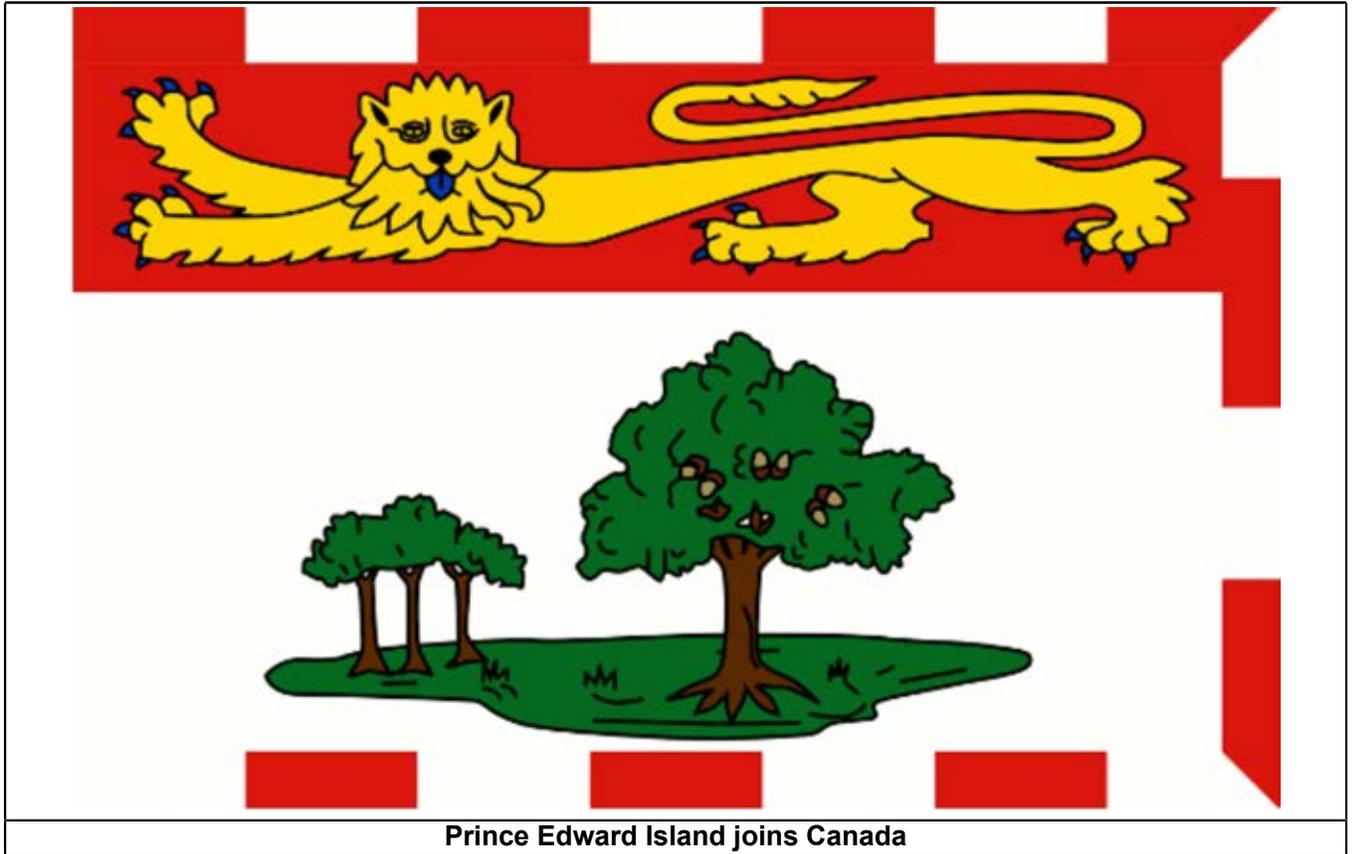
**Confederation (first four provinces: Quebec, Ontario, N.S., and N.B.)**



**Province of Manitoba is created**



**British Columbia joins Canada**



Prince Edward Island joins Canada



**Canadian Pacific Railway is completed**



**The provinces of Alberta and Saskatchewan are created**



**World War I**



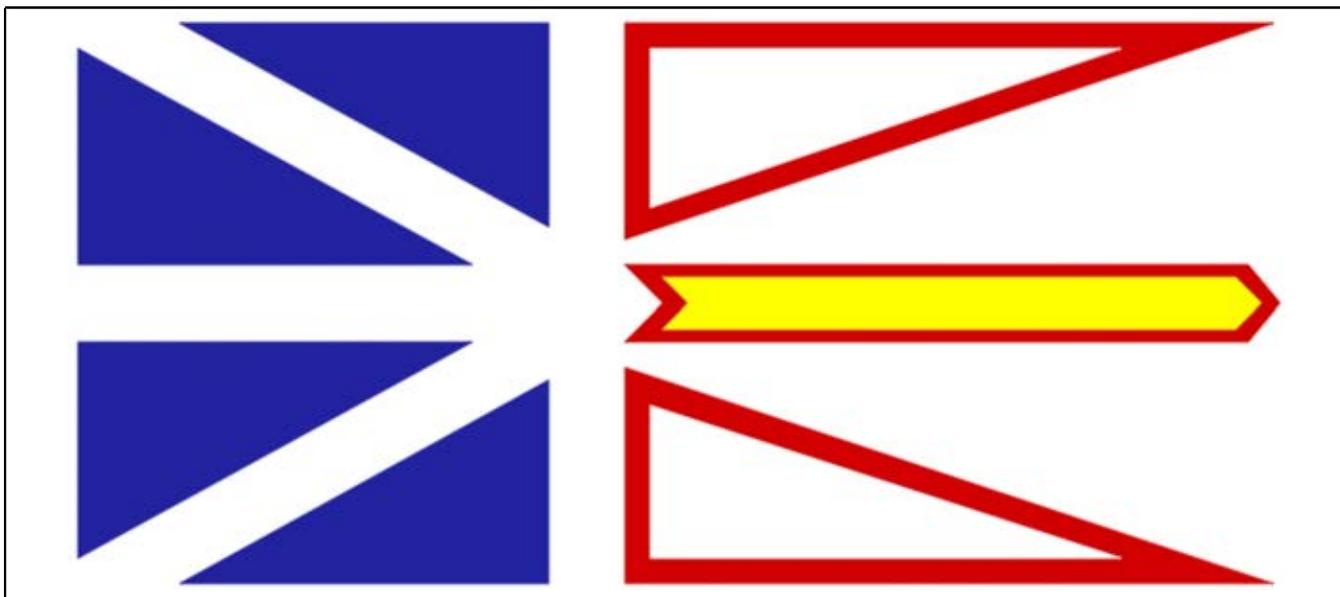
**Women win the vote in Manitoba, Saskatchewan, and Alberta**



**The Great Depression**



**World War II**



**Newfoundland joins Canada**



**Korean War**



**St. Lawrence Seaway (major transportation route) officially opens**



**Native Canadians win the right to vote**



**Canada gets its own flag**



**October Crisis: political kidnappings, Ottawa suspends civil rights**



**Constitution comes home — with a Charter of Rights and Freedoms**



**The new Arctic territory of Nunavut is created**

# HISTORY OF CANADA

IN 30 MINUTES OR LESS

## Answer Key

DATE	EVENT
30,000–10,000 BC	Prehistoric hunters cross over into Canada from Asia
circa 1000 AD	Leif Ericsson leads a Viking expedition to the New World
1497	John Cabot reaches Newfoundland
1534	Jacques Cartier first explores the St. Lawrence region
1608	Samuel de Champlain establishes a French colony at Quebec City
1670	Hudson's Bay Company is formed
1755	Expulsion of the Acadians
1759	Battle of the Plains of Abraham: Quebec City is captured
1812–14	War of 1812: U.S. invades Canada
1867	Confederation (first four provinces: Québec, Ontario, N.S., and N.B.)
1870	Province of Manitoba is created
1871, 1873	B.C. and P.E.I. join Canada
1885	Canadian Pacific Railway is completed
1905	The provinces of Alberta and Saskatchewan are created
1914–18	World War I
1916	Women win the vote in Manitoba, Saskatchewan, and Alberta
1939–45	World War II
1949	Newfoundland joins Canada
1950–53	Korean War
1959	St. Lawrence Seaway officially opens
1960	Native Canadians given the right to vote
1965	Canada gets its own flag
1970	October Crisis, Ottawa suspends civil rights
1982	Constitution comes home — Charter of Rights and Freedoms
1999	The new Arctic territory of Nunavut is created

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## CANADIAN CONTRIBUTIONS: PARKING SPACES

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Set up a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Parking Spaces Instructions sheet located at Appendix 1 (1 copy),
  - Parking Spaces Answers and Facts sheet located at Appendix 2 (1 copy),
  - Vehicle and Parking Spaces game cards sheets located at Appendix 3 (1 copy), (game cards may be printed on card stock for better durability),
  - Flipchart paper and markers, and
  - Masking tape.
- Cut out game cards, and cut a parking slot on the dotted line in each parking space card. Game cards may be laminated for repeated use.
- Post the Parking Spaces Answers and Facts sheet and the Parking Spaces Instructions sheet on the wall, so that the answers are covered by the instructions.

### ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Parking Spaces Instructions sheet.

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# PARKING SPACES INSTRUCTIONS

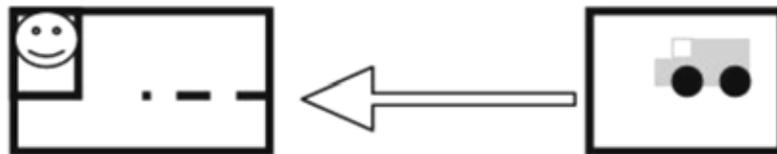
## Part 1: Great Canadians

Some famous Canadians are going for familiarization rides with the cadets!

However, the drivers, pilots and commanders of these vehicles only have a description of the passengers they're supposed to be picking up, not the passenger's name.

Your mission: Help the drivers find their passengers by matching each vehicle to the correct person.

1. Working as a team, read each vehicle card and try to find the person the card describes. Be careful – some of them are tricky!
2. Remember that gliders can only “park” at the airport, G-wagons at the armoury (with the flag) and ORCA sea training vessels at the jetty.
3. When you figure out which vehicle goes where, “park” the vehicle card next to the corresponding person by sliding it into the slot on the parking space card, like this:



4. Once you're satisfied with all your matches, lift this sheet to check your answers and find out some cool facts about the people in this game! No cheating! 😊

## Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.
2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.
3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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# PARKING SPACES

## ANSWERS AND FACTS

**1 – H:** Marshall MacLuhan

**Cool Canadian Fact:** MacLuhan also predicted the Internet years before it was developed!

**2 – A:** Emily Carr

**Cool Canadian Fact:** Carr was one of our first female artists, and is often associated with the famous Group of Seven who pioneered art in Canada.

**3 – F:** William Shatner

**Cool Canadian Fact:** Besides acting, Shatner is also a musician, author and film director.

**4 – I:** Arthur Lipsett

**Cool Canadian Fact:** The number of Princess Leia's cell in the first *Star Wars* movie, 21-87, came from the name of a short film by Lipsett. Lucas also credits Lipsett with the term "the force."

**5 – J:** The Montreal Royals

**Cool Canadian Fact:** Robinson was so beloved by Montreal baseball fans that a cheering crowd of them once followed him and his wife all the way from the ball field to the train station!

**6 – E:** Dr. David Suzuki

**Cool Canadian Fact:** Besides hosting TV and radio shows, Suzuki has written over 50 books – 15 of them for children!

**7 – L:** Glenn Gould

**Cool Canadian Fact:** Along with winning three Juno awards and five Grammy awards, Gould was made a Companion of the Order of Canada, but declined the honour because he felt he was too young to receive it.

**8 – B:** Cirque du Soleil

**Cool Canadian Fact:** Performers come from all over the world to join Cirque du Soleil, which employs people from over 40 different countries.

**9 – C:** Dr. Frederick Banting

**Cool Canadian Fact:** Banting was knighted by King George V in recognition of his work... so he is actually *Sir* Dr. Frederick Banting!

**10 – G:** Jacques Plante

**Cool Canadian Fact:** When Plante was the goaltender for the Montreal Canadiens, they won the Stanley Cup five times in a row.

**11 – D:** Romeo Dallaire

**Cool Canadian Fact:** Dallaire has received many honours for his humanitarian work. As one of Canada's great heroes, he helped carry the Canadian flag at the 2010 Olympic games.

**12 – K:** Margaret Atwood

**Cool Canadian Fact:** Among her many awards and accomplishments, Atwood holds an honorary degree from the Royal Military College of Canada.

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**5**

Your passengers gave great African-American athlete Jackie Robinson his start by breaking the "colour barrier" and making him a member of their club.



**6**

Your passenger is an environmentalist and scholar known around the world, especially for hosting a science TV show seen in over 40 countries!



**7**

Your passenger has been called one of the most celebrated musicians of the 20<sup>th</sup> century, being especially well-known for interpretations of Bach on piano.



**9**

Your passenger is a Nobel Prize-winning Canadian scientist who discovered insulin, changing the lives of people all over the world who suffer from diabetes.



**8**

Your passengers are a team of internationally-famous entertainers, a group originally started by two former street performers from Montreal.



**10**

Your passenger is an innovator who changed our national winter sport forever, by inventing a mask to protect goal tenders from injury.



**1** Your passenger is a communications philosopher who revolutionized the way people think about the media. This person coined the terms "Global Village" and "Channel Surfing."

**3**



Your passenger is a Canadian actor known all over the world, especially for boldly going "where no one has gone before."

**2**



Your passenger is a great artist and writer, best known for highly-stylized paintings of Aboriginal symbols and the Canadian wilderness.

**4**



Your passenger is a film maker who once worked for the National Film Board of Canada. *Star Wars* creator George Lucas says this person was one of his greatest influences!

**11**

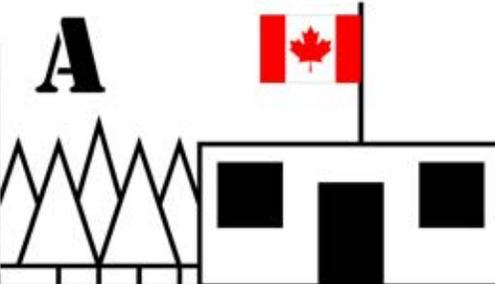
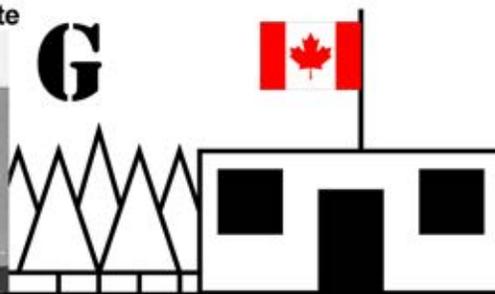


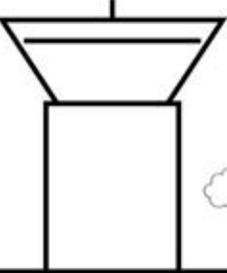
Once a general in the Canadian Armed Forces, your passenger has become an international advocate for human rights, as well as a senator and an author.

**12**



Your passenger is an award-winning Canadian novelist and poet, who draws attention to important issues through fictional stories.

<p><b>H</b> Marshall MacLuhan</p>   <p>Cut here</p> <p>2 0</p>	<p>Emily Carr</p> <p><b>A</b></p>   <p>Cut here</p>
<p><b>B</b> Cirque du Soleil</p>   <p>Cut here</p> <p>2 0</p>	<p>Dr. Frederick Banting</p> <p><b>C</b></p>   <p>Cut here</p>
<p><b>L</b> Glenn Gould</p>   <p>Cut here</p> <p>2 0</p>	<p>Jacques Plante</p> <p><b>G</b></p>   <p>Cut here</p>

<p><b>Dr. David Suzuki</b></p> <p><b>E</b></p>    <p>Cut here</p>	<p><b>I</b></p> <p><b>Arthur Lipsett</b></p>   <p>Cut here</p>
<p><b>J</b></p> <p><b>The Montreal Royals</b></p>    <p>Cut here</p> <p>20</p> <p>20</p>	<p><b>Romeo Dallaire</b></p> <p><b>D</b></p>   <p>Cut here</p>
<p><b>K</b></p> <p><b>Margaret Atwood</b></p>   <p>Cut here</p>	<p><b>William Shatner</b></p> <p><b>F</b></p>   <p>Cut here</p>

## CANADIAN CONTRIBUTIONS: GREAT CANADIANS

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with some key Canadians' contributions to the nation and consider what their contribution may be.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Identify a quiet space with a table and seating for all team members.
- Gather the required resources:
  - Canadian Contributions Instructions sheet located at Appendix 1 (1 copy),
  - Canadian Contributors sheet located at Appendix 2 (1 per cadet), and
  - Flipchart paper and markers.
- Place the Canadian Contributors sheets on the table in a folder or envelope.
- Post the Canadian Contributions Instructions sheet next to the flipchart.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Canadian Contributors Instructions sheet.

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# CANADIAN CONTRIBUTIONS

## INSTRUCTIONS

### Part 1: Great Canadians

Who are some Canadians who have made a difference in the world through their knowledge, abilities and dedication?

1. As a group, brainstorm to find the names of at least one Canadian who has made a major contribution having to do with each of the following:

- ✦ Sport
- ✦ Music
- ✦ Art
- ✦ Literature
- ✦ Science and Technology
- ✦ Philosophy and Ethics
- ✦ Human or Animal Rights

2. Write the name of each person on the flip chart paper, along with the contribution they have made.
3. When you finish, compare your list to the handout in the folder.

### Part 2: What's your contribution?

You don't have to be a best-selling writer, a rock star or a scientist to be a good global citizen.

1. As a group, discuss what each member of your team could contribute to your community, your country or the world.
2. Your contribution could be something big, like changing government policy for the better, or something smaller like volunteering in the community.
3. Write each team member's name on the flip chart, and put their contribution next to it. Remember to take each person's skills, talents and interests into consideration!

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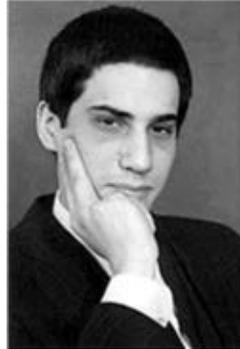
# CANADIAN CONTRIBUTORS

Did any of these famous Canadians make your list? Which of the categories do their contributions fall into?



## Emily Carr

One of Canada's first great female artists and writers, she was best known for her highly-stylized paintings of Aboriginal symbols and the Canadian wilderness. She was also associated with the pioneering Group of Seven artists.



## Arthur Lipsett

A film maker for the National Film Board of Canada, he became one of *Star Wars* creator George Lucas's greatest ARTISTIC influences. The number of Princess Leia's cell in *Star Wars*, 21-87, is the name of a short film by Lipsett.



## Romeo Dallaire

Once a general in the Canadian Armed Forces, he has become an international advocate for human rights recognized all over the world for his humanitarian work. He is also a senator and the author of several books.



## Margaret Atwood

An award-winning Canadian novelist and poet, who often draws attention to important issues through her fictional stories. Among her many awards and honours, she holds an honorary degree from the Royal Military College of Canada.



## Dr. David Suzuki

An active environmentalist, broadcaster and scholar known around the world, especially for hosting a science TV show, *The Nature of Things*, seen in over 40 countries. He is also the author of numerous books, many of them for children.



## Glenn Gould

One of the most celebrated musicians of the 20<sup>th</sup> century, he was especially well-known for his interpretations of Bach on piano. Along with three Juno awards and five Grammys, he was made a companion of the Order of Canada, but declined because he felt he was too young for such an honour.



## Marshall MacLuhan

A communications philosopher who revolutionized the way people think about the media. He coined the terms "Global Village" and "Channel Surfing," and predicted the Internet decades before it came into being.



## William Shatner

A Canadian actor, director, writer, musician and recording artist known worldwide, especially for his iconic role in the TV show *Star Trek*. He also played an animated opossum alongside fellow Canadian Avril Lavigne in *Over the Hedge*.



**Sir Frederick Banting**

A Nobel Prize-winning Canadian scientist, he discovered insulin. His work changed the lives of thousands of people around the world who suffer from diabetes. He was knighted by King George V in recognition of his discovery.



**Jacques Plante**

As a goaltender, he became an innovator who changed our national winter sport forever, by inventing a mask to protect goalies from injury. While he was playing for the Montreal Canadiens, they won the Stanley Cup five times in a row.

## HOW CANADIANS GOVERN THEMSELVES

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the types of substantive issues debated by elected representatives.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Find a resolution debated in the Parliament of Canada (a record of votes in Parliament is available at [openparliament.ca](http://openparliament.ca) > VOTES ([openparliament.ca/bills/votes/](http://openparliament.ca/bills/votes/)) [disregard procedural votes and votes on bills]) that is appropriate for discussion by cadets, such as resolutions concerning national days or government priorities, taking into consideration:
  - the relevance of the motion to the cadets,
  - the complexity of the motion,
  - whether the motion is controversial enough to allow for motivated debate, and
  - the knowledge level of the cadets.
- If an appropriate motion is not available, select a resolution from the sample resolutions located at Appendix 1 or create your own.
- Gather the required resources:
  - a method of displaying the resolution (such as a whiteboard or flipchart), and
  - five chairs and two desks, arranged as per Figure F-1.

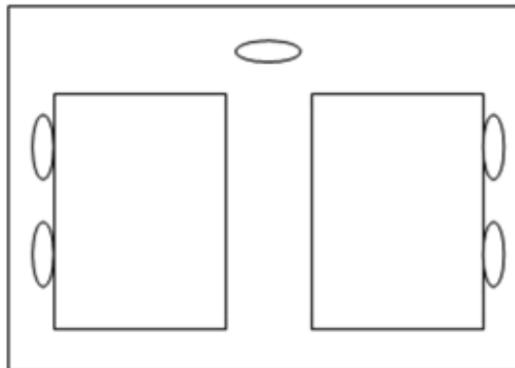


Figure F-1 Orientation of Training Space

### ACTIVITY INSTRUCTIONS:

1. Explain to cadets that resolutions are a method the House of Commons can use to collectively express its opinion on a subject. Unlike bills, which, after completing the legislative process, become laws, adopted resolutions are not binding, but still provide an opportunity for substantive debate and can influence future policy. The non-binding nature of motions explains the wording (“That, in the opinion of the House, the government *should consider*”).

2. Introduce the resolution to the cadets and ensure it is understood.
3. Designate half the team “in favour” of the resolution and half “opposed” to the resolution.
4. Give the cadets 7 min to brainstorm arguments for or against the motion and decide which cadet on their side will speak first and which second.
5. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and present their arguments.
6. Starting with those in favour of the motion, give a cadet on each side 2 min to stand and rebut the other side’s arguments or present new arguments.
7. Have the cadets vote on the motion through a voice vote (cadets may vote their conscience, rather than voting on the basis assigned earlier), by:
  - (a) instructing those in favour to say “yea;”
  - (b) instructing those opposed to say “nay;”
  - (c) declaring the result; and
  - (d) in the case of a tie, casting the deciding vote by voting in such a way as to support the status quo (opposing resolutions that implement change).
8. To develop an understanding of the different tensions on Members of Parliament, pose to the cadets the following questions:
  - (a) What if you felt strongly about this issue, but a majority of your constituents felt another way. Would this affect how you voted? How?
  - (b) In this simulation, you were asked to support a position you may not have agreed with. Similar situations occur for Members of Parliament. What if you felt strongly about this issue, but your party and colleagues had decided to take a different stand. Would this affect how you voted? How?
9. As time permits, have the cadets brainstorm resolutions they may move if they were Members of Parliament.

### **SAMPLE RESOLUTIONS**

That, in the opinion of the House, the government should consider restoring the death penalty for the most heinous criminal offences.

That, in the opinion of the House, the government should consider making voting compulsory in Canada.

That, in the opinion of the House, the government should consider abolishing the monarchy.

That, in the opinion of the House, the government should consider acknowledging the inherent rights of animals.

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## ELECTIONS

**OBJECTIVE:** The aim of this activity is to consider the roles of elected representatives and decide what priorities and characteristics the cadets, as constituents, would like the ideal candidate to hold.

**TIME:** 15 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Prepare the worksheets for use by the cadets by filling in the title of provincial / territorial legislators; the name of the riding, constituency and municipality; and the title of the appropriate municipal representative.
- Post the following table for the cadets' reference as they complete the activity.

Government	Commonly Discussed Responsibilities	
Federal	<ul style="list-style-type: none"> <li>• National Defence</li> <li>• Foreign Policy</li> <li>• Citizenship</li> <li>• Policing</li> <li>• Criminal Justice</li> <li>• International Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Affairs</li> <li>• International Trade</li> <li>• Immigration (shared)</li> <li>• Agriculture (shared)</li> <li>• Environment (shared)</li> </ul>
Provincial and Territorial	<ul style="list-style-type: none"> <li>• Education</li> <li>• Health Care</li> <li>• Natural Resources</li> <li>• Highways</li> <li>• Policing (Ontario, Quebec)</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Affairs</li> <li>• International Trade</li> <li>• Immigration (shared)</li> <li>• Agriculture (shared)</li> <li>• Environment (shared)</li> </ul>
Municipal	<ul style="list-style-type: none"> <li>• Social and Community Health</li> <li>• Recycling Programs</li> <li>• Transportation and Utilities</li> </ul>	<ul style="list-style-type: none"> <li>• Snow Removal</li> <li>• Policing</li> <li>• Firefighting</li> </ul>

- Gather the required resources:
  - One copy of the job postings worksheets located at Appendix 1 per team, and
  - A pencil and eraser for each team.

**ACTIVITY INSTRUCTIONS:**

1. Have the cadets select and complete two of the three job posting worksheets located at Appendix 1 (alternatively, if time permits, all three may be completed) by considering what skills / experience the elected representative requires and brainstorming concerns, ideas, and proposals they would like candidates to address in their election platforms.
2. Advise the cadets and ensure that completed postings are consistent with Canadian jurisdictional divisions (as per the table above) and are appropriate and realistic.
3. Discuss with cadets ways in which they may communicate with elected representatives in order to convey their concerns, priorities, and ideas, including writing a letter, signing a petition, and visiting the constituency office.

JOB POSTING FOR CANDIDATE FOR FEDERAL REPRESENTATIVE

# SEEKING: CANDIDATES FOR MEMBER OF PARLIAMENT

THE CADETS OF \_\_\_\_\_ (CORPS /  
SQN) ARE SEEKING A MEMBER OF PARLIAMENT TO  
REPRESENT \_\_\_\_\_ (RIDING).

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,  
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Holding the federal government accountable for its work and approve its spending.
- Assisting constituents in using federal government programs, such as:
- Representing the constituents of \_\_\_\_\_ by bringing their concerns forward, such as:
- Proposing new laws, policies, and ideas, such as:

**JOB POSTING FOR CANDIDATES FOR PROVINCIAL / TERRITORIAL REPRESENTATIVE**

**SEEKING:  
CANDIDATES  
FOR MEMBER OF**

**THE CADETS OF \_\_\_\_\_ (CORPS / SQN) ARE SEEKING A MEMBER OF \_\_\_\_\_ TO REPRESENT**

**(CONSTITUENCY).**

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION, THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Holding the provincial/territorial government accountable for its work and approve its spending.
- Assisting constituents in using provincial/territorial government programs, such as:
- Representing the constituents of \_\_\_\_\_ by bringing their concerns forward, such as:

- Proposing new laws, policies, and ideas, such as:

**JOB POSTING FOR CANDIDATES FOR MUNICIPAL REPRESENTATIVE**

# **WANTED: CANDIDATES FOR**

**THE CADETS OF \_\_\_\_\_ (CORPS / SQN) ARE SEEKING A  
\_\_\_\_\_ TO REPRESENT \_\_\_\_\_**

Required Education:

Required Skills:

**IF THE CANDIDATE IS SUCCESSFUL IN THE ELECTION,  
THEY WILL HAVE NUMEROUS DUTIES, INCLUDING:**

- Approving the municipal budget and oversee municipal programs.
- Assisting constituents in using municipal government programs, such as:
- Representing the residents of \_\_\_\_\_ by bringing their concerns forward, such as:
- Proposing new by-laws, policies, and ideas, such as:

## CANADIAN JUSTICE SYSTEM

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with key elements of the Canadian justice system, and have them consider the role of law and order in Canadian society.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table.
- Gather the required resources:
  - The Canadian Justice System Instructions located at Appendix 1 (1 copy per team),
  - The Canadian Justice System – A Brief Overview handout located at Appendix 2 (1 copy per team),
  - Our New Laws template located at Appendix 3 (1 copy per team), and
  - Pens / pencils.
- Post the Canadian Justice System activity instruction sheet on the wall or tape it to the table.
- Place copies of the Canadian Justice System – A Brief Overview and Our New Laws template on the table along with the pens / pencils.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the instruction sheet.

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# THE CANADIAN JUSTICE SYSTEM

## Instructions:

Congratulations! You have just founded your own country. One of the first orders of business is to decide what laws your citizens will be subject to and what consequences, if any, will be imposed when someone breaks the law.

1. Read the brief overview of the Canadian Justice System.
2. As a team, brainstorm answers to the following questions:
  -  What laws will your country have?
  -  Will they be the same as those in Canada? If not, why not?
  -  Will your laws have consequences? If so, what will they be?
3. Create 5 laws and their consequences for your country and write them on the “Our New Laws” template. Your laws can fall under any category.

### Things to Think About:

- What would happen in a country that didn't have any laws?
- What would life be like in a country that had severe consequences for people that broke the law?
- Why should the law be different for minors and adults?

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# THE CANADIAN JUSTICE SYSTEM

## *A brief overview...*

- ⚖️ Understanding the law and the ideas and principles behind it is the responsibility of every Canadian citizen.
- ⚖️ Our justice system is based on a long heritage that advocates the rule of law, freedom under the law, democratic principles and due process.
- ⚖️ The Canadian justice system is founded on the presumption of innocence. This means that in criminal matters, everyone is presumed innocent until proven guilty.
- ⚖️ Canada is governed by an organized system of laws which are intended to provide order, ensure peace and guide our society.
- ⚖️ Canadian laws are created by elected representatives and reflect the values and beliefs of citizens.
- ⚖️ The law applies to **everyone**, including lawyers, judges and police officers!
- ⚖️ Police ensure the safety of citizens and enforce the law. Canada has several types of police which includes municipal, provincial and federal police agencies.
- ⚖️ Canada has several types of courts which have been put in place to settle disputes (appeals, criminal, family, traffic, civil, small claims, etc.). The Supreme Court of Canada is the highest court in the country. The Federal Court of Canada deals with matters concerning the federal government.
- ⚖️ Lawyers provide advice and assistance on legal matters. If someone cannot afford to hire a lawyer, most communities offer free or low cost legal aid services.
- ⚖️ For more information on the Canadian Justice System, visit [www.justice.gc.ca](http://www.justice.gc.ca)

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# OUR NEW LAWS

Law 	Consequence 

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## CANADIAN SYMBOLS: TREASURE HUNT

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with key Canadian symbols.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this learning station. Several assistant instructors may be assigned to help supervise and provide guidance if the cadets are spread out over a large area during the treasure hunt.
- Arrange the use of rooms and hallways around your facility so the cadets can move freely.
- Gather the required resources:
  - Treasure Hunt Set-Up Diagrams located at Appendix 1 (1 copy per instructor),
  - Treasure Hunt Instructions sheet located at Appendix 2 (1 copy),
  - Treasure Hunt Start Here sheet located at Appendix 3 (1 copy),
  - Treasure Hunt Clue sheets located at Appendix 4 (1 copy),
  - Treasure Hunt Secret Word handouts located at Appendix 5 (1 copy per cadet),
  - Treasure Hunt Secret Word Answer Key located at Appendix 6,
  - An orienteering map of your facility, if desired (1 copy per cadet),(this may need to be created),
  - A “treasure” for the cadets, such as canteen gift certificates, fruit, pencils, small hard candies, etc. (1 item per cadet),
  - A timing device such as a stopwatch, and
  - Masking tape.



The treasure hunt can be done either with or without an orienteering map. See an example orienteering map in the Treasure Hunt Set-Up Diagrams located at Appendix 1.

- Post the Canadian Symbols Treasure Hunt Instructions sheet and the Treasure Hunt Start Here sheet at the start point of the treasure hunt.
- If using an orienteering map:
  - Post the decoy clue sheet for each question within the same area as the Clue Sheet with the correct answer.
  - Mark the clue sheets on the map in the correct locations.
- If an orienteering map is not used:
  - Post the three sheets for the first clue (dog, horse and cow) within view of the starting point, but far enough away that the small type cannot be easily read. Place the three animal pictures a few metres apart.
  - Post the correct answer and the decoy clue for each question within view of the clue that leads to them, but again, far enough away that the picture is visible while the words are not. A chart showing the order of the clues is in the Treasure Hunt Set-Up Diagrams at Appendix 1).

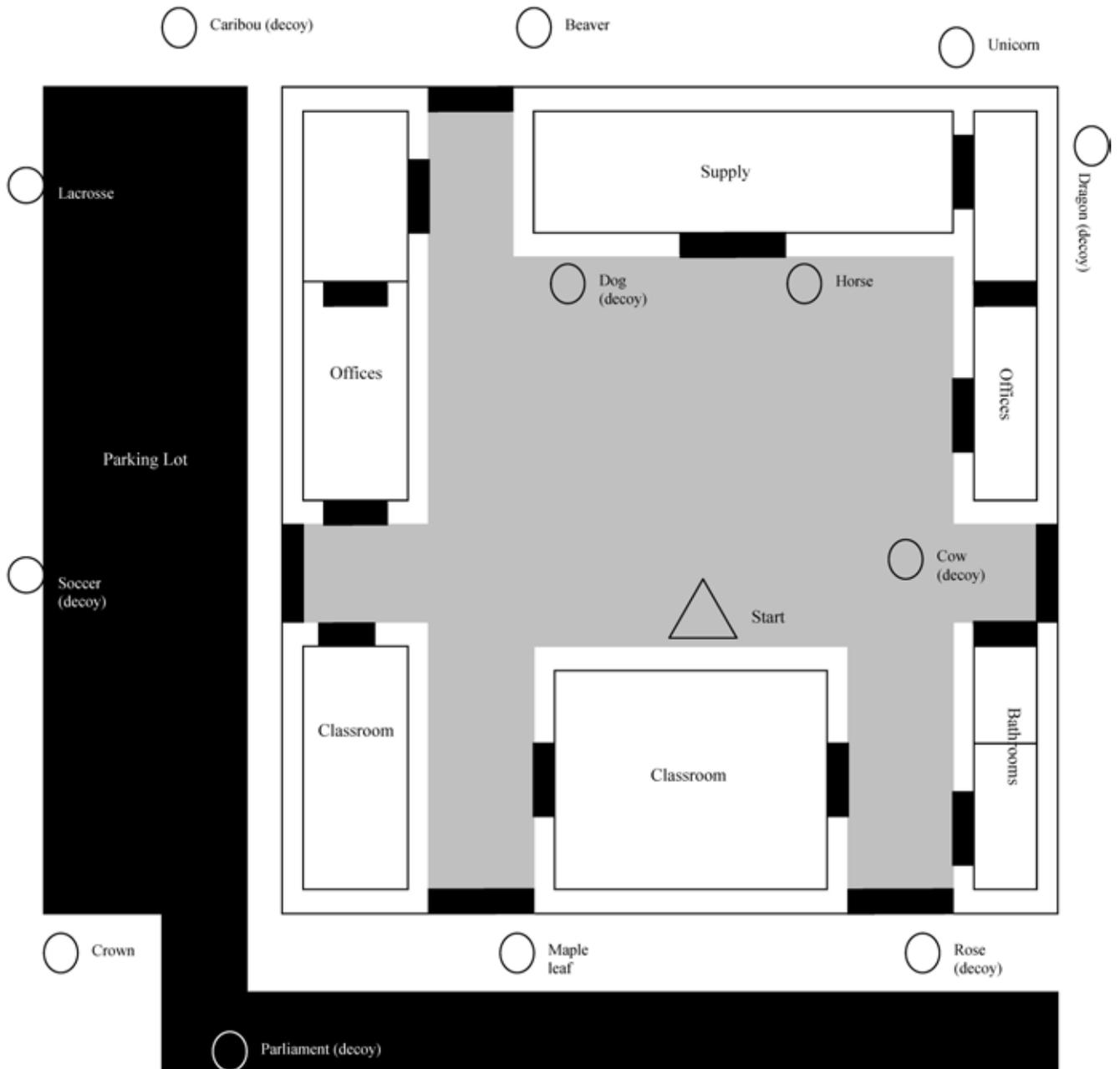
- Provide the instructor at the finish point with a copy of the secret word (HEIRLOOM) and some treasure to distribute to teams as they finish.

**ACTIVITY INSTRUCTIONS:**

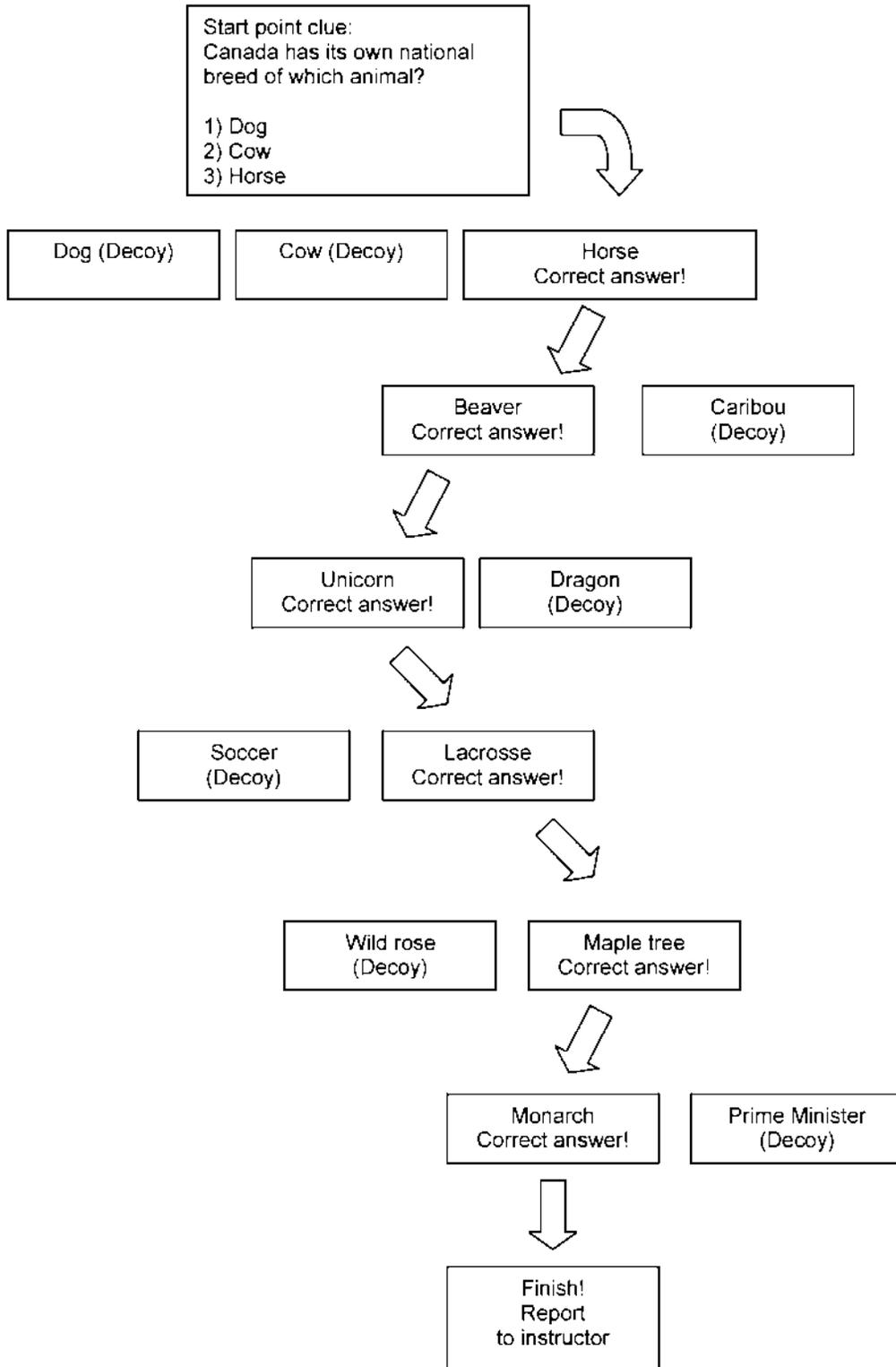
1. Brief the cadets on the treasure hunt and your expectations for their conduct while playing.
2. Distribute Treasure Hunt Secret Word handouts and orienteering maps (if applicable) to each cadet.
3. If multiple teams are playing at the same time, use the stopwatch to start teams on the treasure hunt at 30-second intervals.
4. Provide guidance and supervision as required during the game.
5. As cadets return, check that they have the correct secret word (HEIRLOOM) and, if so, distribute prizes. Each cadet who has completed the sheet gets a prize.
6. If time remains, discuss Canadian symbols with the cadets by asking the following questions:
  - (a) What other national symbols can you think of?
  - (b) Are there other things you think should represent Canada?

# TREASURE HUNT SET-UP DIAGRAMS

Sample orienteering map of a cadet  
local headquarters training facility:



## Canadian Symbols Treasure Hunt order of clues:



## CANADIAN SYMBOLS

# Treasure hunt!

## Instructions

How well do you know your Canadian symbols? Put your knowledge to the test with this treasure hunt!

1. With your team, find each clue, read it, and guess the correct answer to the question.
2. Every correct answer gives you the next clue in the treasure hunt! But be careful—for every correct answer, there's also one that will lead you astray!
3. Record your answers on the Treasure Hunt handout—the letters in the bubbles spell the secret word when you write them in the spaces at the bottom.
4. When you have all the answers in the right order, take your sheets to the instructor to receive your treasure!



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# CANADIAN SYMBOLS

# Treasure hunt!

# Start Here!

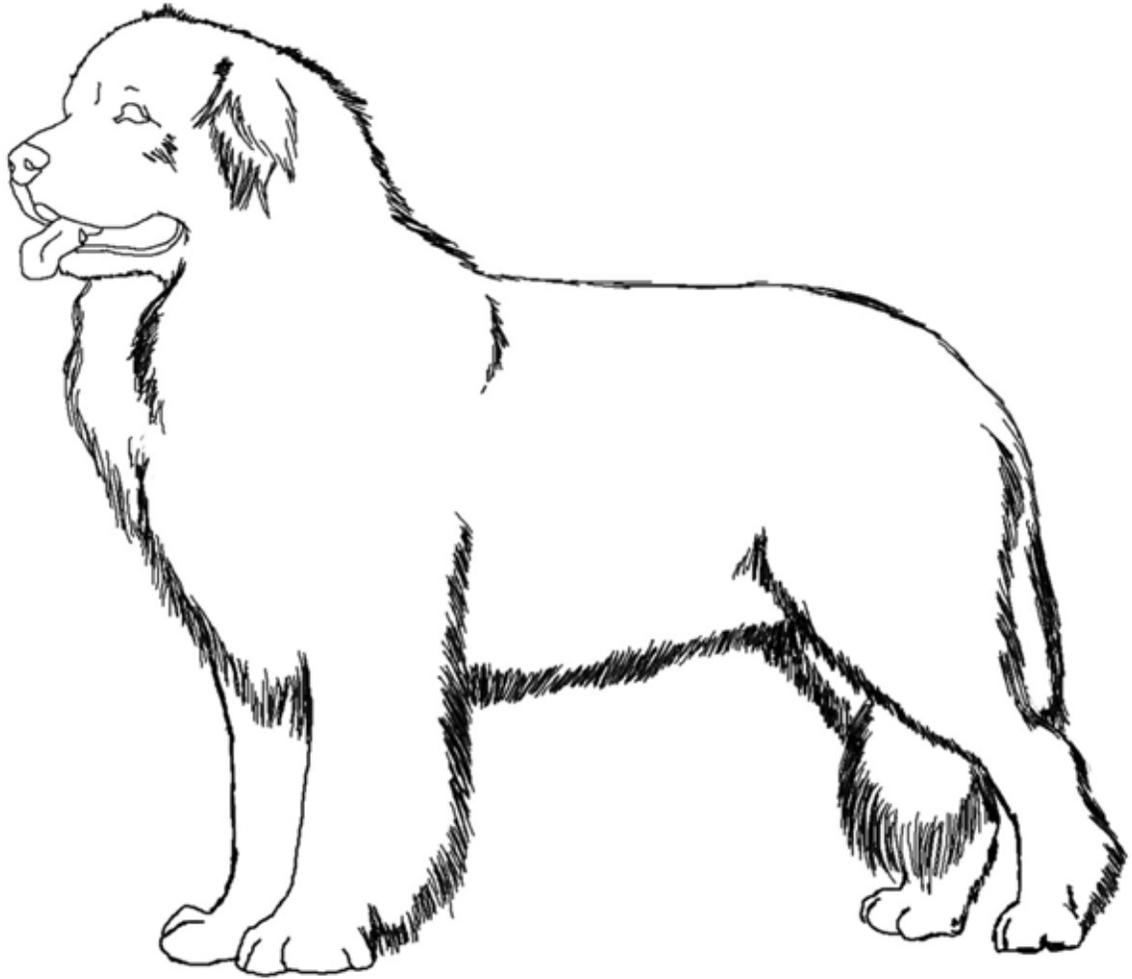
Here's your first clue:

Canada has its own unique national breed of this animal. Is it a:

1. Dog
2. Cow
3. Horse

Find the picture of the correct animal to receive your next clue!

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# Dog

Sorry! There are several uniquely Canadian breeds of dogs, but we don't have a national breed. Keep trying!

**Doggy dog:**

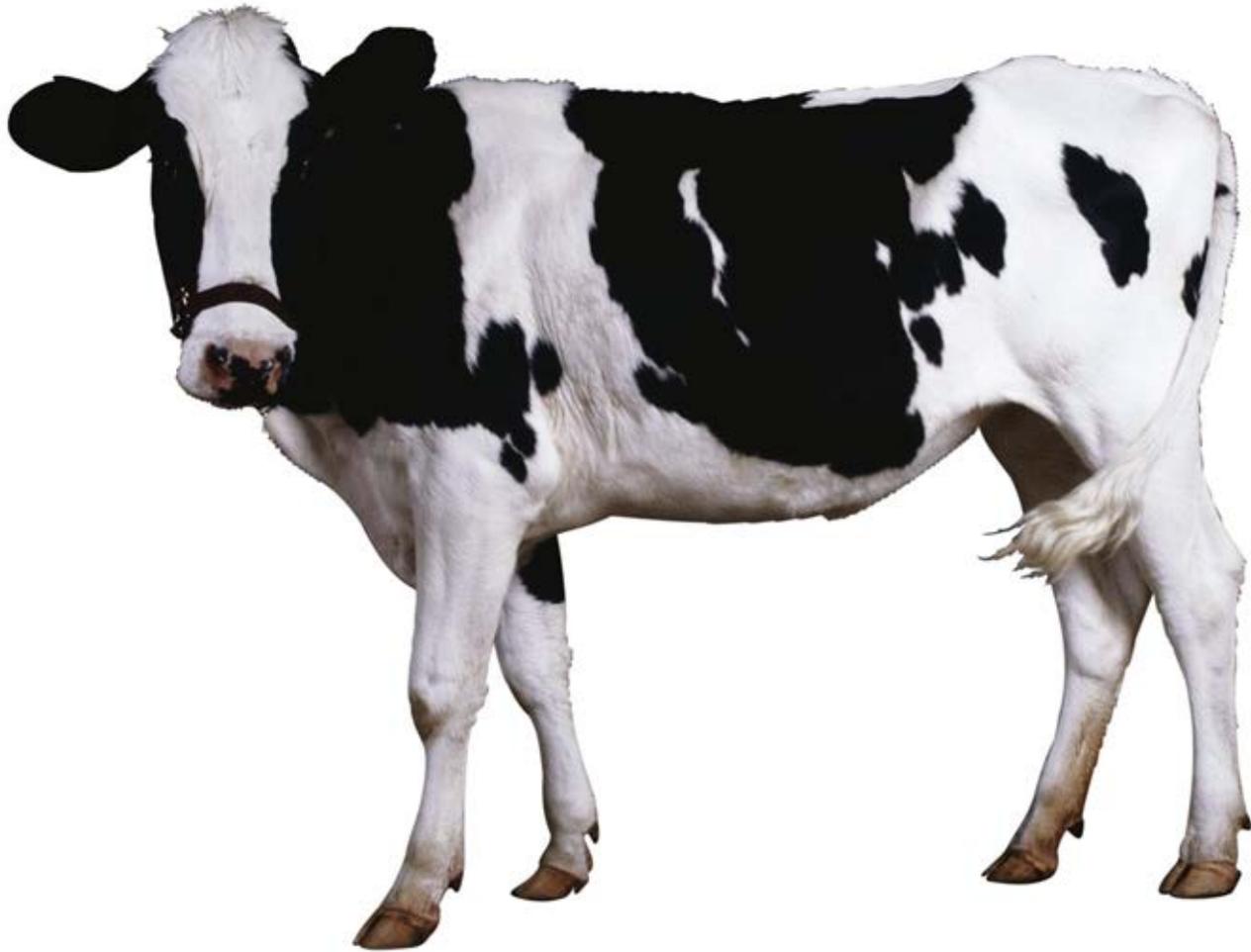
Dog dog dog dog dog doggy dog dog dog dog doggy!

Dog, dog. Puppy. Doggy – dog dog. Dog, dog. Puppy. Doggy – dog dog.

Dog doggy dog dog dog:

1. Dog
2. Doggy

**Puppy dog dog doggy!**



# Cow

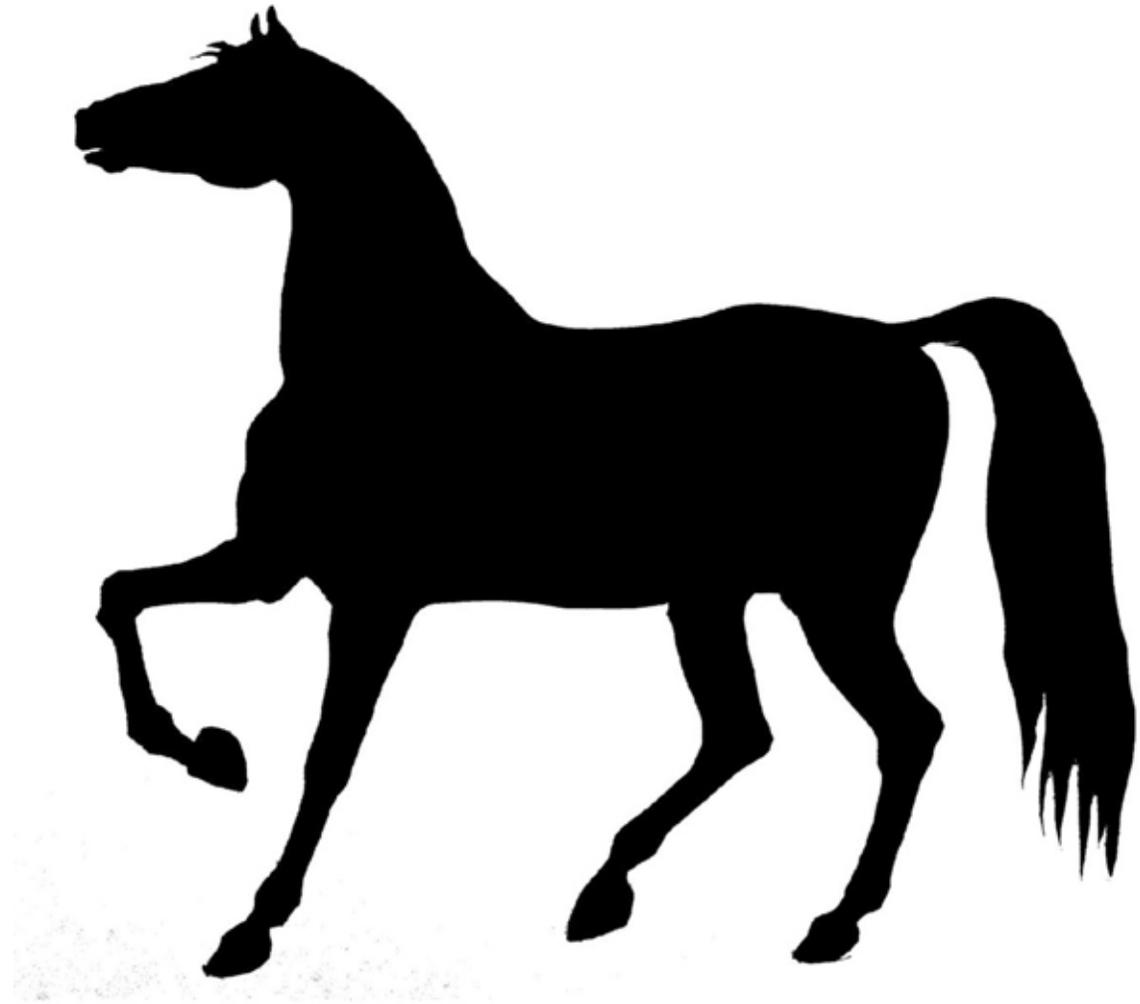
Sorry! Cows Ice Cream, based in Prince Edward Island, is a Canadian company, but there is no national breed of cow. Keep trying!

**Moo cow bull:**

Cow cow cow cow cowie. Cows cows cows bull cows!  
Cow, cow. Moo. Cowie – cow bull:

1. cow
2. bull

**Cowie cow bull cow moo!**



# Horse

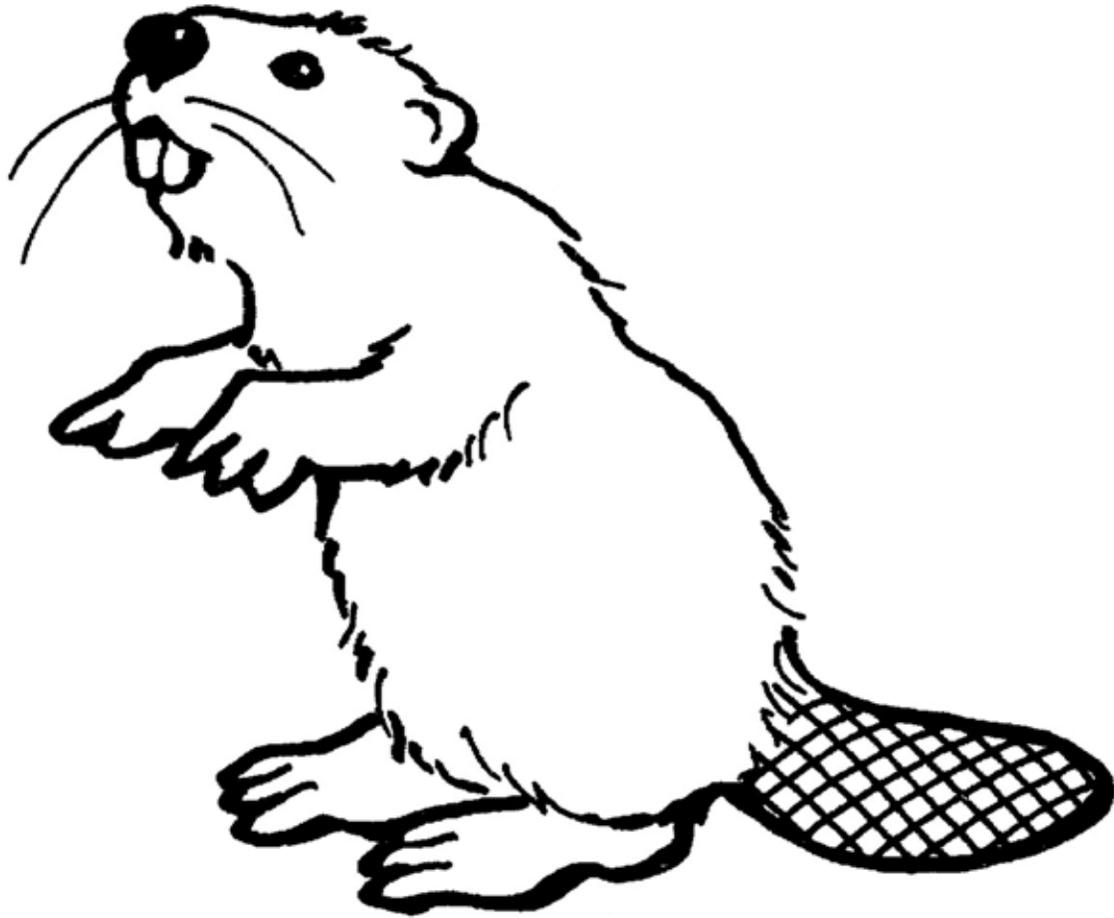
You got it! Our unique Canadian horses are known for their strength, resilience, intelligence and good temper. They can trace their lineage back to the Royal Stables of the King of France!

**Next Clue:**

The tradition of using the word “buck” to mean a dollar came from this symbolic Canadian animal, used in making hats, because the Hudson’s Bay Company would pay one “buck” (a special coin) for its hide. Is it a:

1. Caribou
2. Beaver

**Find its picture to get another clue!**



# Beaver

Way to go! Fur hats were all the rage in 18<sup>th</sup>-century Europe. Beavers also represent the hard-working, industrious and community-oriented spirit of Canadians.

**Next Clue:**

The Canadian coat of arms is supported by two animals, a golden lion which represents England, and this mythical creature that represents Scotland. Is it the:

1. Unicorn
2. Dragon

**Find its picture to get another clue!**



# Caribou

Sorry! The caribou is considered a Canadian symbol, but it's not the one you're looking for. Keep trying!

**Caribou caribou:**

Caribou caribou caribou caribou caribou caribou caribou caribou caribou!  
Caribou, caribou. Caribou. Caribou – caribou caribou :

1. Caribou
2. Caribou too

**Caribou caribou caribou bou!**



Great job! The unicorn on the coat of arms has a coronet around its neck with a broken chain. The broken chain symbolizes Canadians' resistance to oppression.

**Next Clue:**

Canada's national winter sport is hockey, but what is our national summer sport?

1. Soccer
2. Lacrosse

**Find its picture to get another clue!**



# Dragon

Sorry, brave knights. There are no dragons in Canada—  
if there were, they would melt all the snow. Keep trying!

**Dragon dragon:**

Dragon dragon dragon, dragon fire dragon – sparks. Dragon dragon.  
Dragon-fire. Dragon, dragon dragon:

1. Fire
2. Scales

**Dragon dragon scales!**



# Lacrosse

Correct! Lacrosse is a traditional Canadian Aboriginal sport that has been around for hundreds of years. Now it's played competitively all over the world.

**Next Clue:**

Which is Canada's national floral or arboreal emblem?

1. Maple tree
2. Wild rose

**Find its picture to get another clue!**



# Soccer

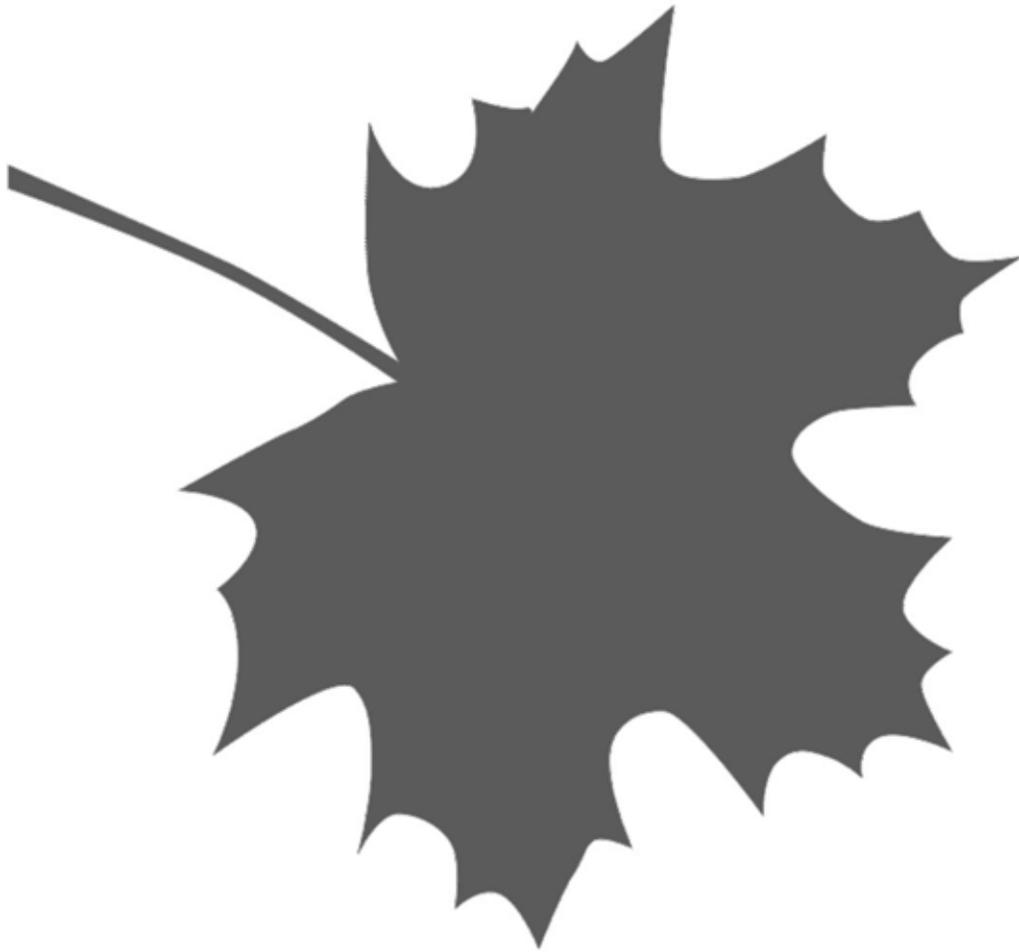
Sorry! Canada has some great soccer players, but it's not our national sport. Keep trying!

**Soccer ball:**

Soccer soccer soccer ball. Net ball. Soccer footie soccer soccer. Net, soccer ball net. Net ball soccer net:

1. soccer
2. footie

**Soccer net soccer ball!**



# Maple Tree

Correct answer! People in Canada have been enjoying maple syrup for centuries, and the maple leaf has long been used as a symbol for our country. It officially became our arboreal emblem in 1996.

**Next Clue:**

Whenever you salute an officer, you are actually saluting the authority of this person.  
Who is it?

1. Prime Minister of Canada
2. King or Queen of Canada

**Find this person's symbol to finish the treasure hunt!**



# Prime Minister

Sorry! The Prime Minister is our national leader and representative in Ottawa, but officially the commission held by a Canadian Armed Forces officer comes from someone else. Saluting is a really old tradition!

**Parliament parliament:**

O Canada our home and native land, true patriot love, in all our son's command...

Parliament parliament house of commons:

1. Ottawa
2. Canada

**O Canada Canada!**



# Monarch

Great work! Each officer in the Canadian Armed Forces receives a commissioning scroll signed by the Monarch's representative in Canada, the Governor General. The symbol of the Monarch is the crown, which is incorporated into many of our national, provincial and military symbols.

## Congratulations!

**You have finished the treasure hunt!  
Report back to your instructor to show off what you've learned!**



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# TREASURE HUNT SECRET WORD ANSWER KEY

1.	H	O	R	S	E						
2.	B	E	A	V	E	R					
3.	U	N	I	C	O	R	N				
4.	L	A	C	R	O	S	S	E			
5.	M	A	P	L	E		T	R	E	E	
6.	M	O	N	A	R	C	H				

**Secret word: HEIRLOOM**

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## CANADIAN SYMBOLS: COAT OF ARMS CHALLENGE

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the components of Canada's coat of arms and appreciate its role as a national symbol.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Coat of Arms Challenge sheet located at Appendix 1 (1 copy),
  - About Our Coat of Arms handout located at Appendix 2 (1 per cadet),
  - Coat of Arms Challenge worksheet located at Appendix 3 (1 per cadet),
  - Coat of Arms Template located at Appendix 4 (1 per cadet),
  - Masking tape,
  - Pencils and erasers,
  - Pencil crayons or markers and other art supplies (stickers, rubber stamps, etc.), and
  - Pencil sharpener.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the instruction sheet.

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# COAT OF ARMS CHALLENGE

A coat of arms was originally a symbol that warriors painted on their shields to identify themselves and bring them protection in battle.

Today, a country's coat of arms symbolizes the values and history of that country and identifies them to the world.

Imagine that you have just founded a new country. Your mission is to design a coat of arms to represent your country to the world. Each member of the team should make their own, but you can discuss your decisions with teammates.

1. Read the About Our Coat of Arms handout to familiarize yourself with the parts of the coat of arms and what they mean.
2. Choose appropriate symbols for your own coat of arms and write them in the correct spaces on the Coat of Arms worksheet. Be sure to explain what each symbol represents in the space provided.
3. Draw your new coat of arms and post it on the wall for the rest of the cadets to see!

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## ABOUT OUR COAT OF ARMS

Check out this information from the Canadian heritage page ([www.pch.gc.ca](http://www.pch.gc.ca)) to find out about our Canadian coat of arms.

### The shield



The design of the arms of Canada reflects the royal symbols of Great Britain and France (the three royal lions of England, the royal lion of Scotland, the royal *fleurs-de-lis* of France and the royal Irish harp of Tara). On the bottom portion of the shield is a sprig of three Canadian maple leaves representative of Canadians of all origins.

### The three royal lions of England

The first quarter consists of the three gold lions of England walking and shown full face, on a red background. The lion is the oldest device known in heraldry and, as "king of beasts", was adopted by kings of Leon, Norway and Denmark as their emblem. However, the origin of the three royal lions of England still remains a mystery.

In the 11<sup>th</sup> century, Henry I, known as "the lion of justice", may have been the first English king to use a lion. It is uncertain as to why a second lion suddenly appeared. When Henry II married Eleanor of Aquitaine, whose family emblem was also a lion, it is believed that he added the third lion. There is no question that, when he led his English troops in the Crusades, Richard I, "the Lion-Hearted" carried a shield emblazoned with three golden lions on a red background. To this day they have been the royal symbol of England.

### The royal lion of Scotland

The second quarter consists of a red lion rearing on the left hind foot, within a red double border with *fleurs-de-lis*, on a gold background. The royal lion of Scotland was probably first used by King William, who was known as "the lion". However it was certainly used by his son, Alexander III, who made Scotland an independent nation.

### The royal Irish harp of Tara

The third quarter is a gold harp with silver strings, on a blue background. North of the present city of Dublin, there is a hill called Tara which for centuries was the religious and cultural capital of ancient Ireland. If you visit the site, you will see a 750 foot earthen work that is said to have been the site of the banqueting hall of Irish kings. Thomas Moore recalls the history of this site in one of the most famous of all Irish lyrics that begins: "The harp that once through Tara's hall the soul of music shed..." There is a legend, recorded in C.W. Scott-Giles monumental work *The Romance of Heraldry*, that this harp was found and came into the possession of the pope. In the 16<sup>th</sup> century, Henry VIII suppressed the Irish people in his attempt to become the lawful successor to the kings of ancient Ireland. The pope sent the harp of Tara to England whereupon Henry added its likeness to his royal shield. From this time it has remained a symbol of Ireland.

## The royal *fleurs-de-Lis* of France

The fourth quarter depicts three gold *fleurs-de-lis*, on a blue background. The *fleurs-de-lis* was the first heraldic emblem raised in Canada. On July 24, 1534, Jacques Cartier landed at *Gaspé* and erected a cross, affixed with the symbol of his sovereign and the royal house of France.

## The three maple leaves

To complete the design of the shield, a Canadian symbol was required. Three red maple leaves conjoined on one stem, on a silver or white background, were then added. Throughout the 19<sup>th</sup> century, the maple leaf had gradually become closely identified with Canada. The maple leaf had been worn as a symbol of Canada during the visit of the Prince of Wales in 1860. The song "The Maple Leaf Forever", written by the Toronto school teacher Alexander Muir in 1868 had become Canada's national song. During World War I, the maple leaf was incorporated into the badge of many Canadian regiments. It was most appropriate that three maple leaves were given a commanding position within the shield, which made it unmistakably "Canadian".

## The ribbon



On the advice of the Prime Minister of Canada, Her Majesty The Queen approved, on July 12, 1994 that the arms of Canada be augmented with a ribbon with the motto of the Order of Canada: "*Desiderantes Meliorem Patriam*". (They desire a better country).

## The helm and the mantling



The helm (*heaume* or helmet), which in heraldry is usually placed above the shield of arms, not only serves as a means of displaying the crest, but also has a significance of its own, since its type denotes the rank of the person bearing the arms. On the helm lies a mantling or lambrequin. The mantle, originally, was to protect the head and shoulders of the wearer from the sun's heat. It has become a decorative accessory to the crest and shield.

The arms of Canada show a royal helmet, which is a barred helm of gold looking outward and draped in a mantle of white and red which are the official colours of Canada.

## The crest



On the royal helmet is the crest. This symbol consists of a wreath or ring of twisted white and red silk on which stands a crowned gold lion holding in its right paw a red maple leaf. The lion is a symbol of valour and courage.

The crest is used to mark the sovereignty of Canada. It is now the symbol used on the Governor General's Standard.

## The supporters



The figures that stand on either side of the shield are known in heraldry as "supporters" and are often depicted in a ferocious manner. The King of England chose two lions while Scotland chose two unicorns.

When James VI of Scotland became James I of England in 1603, he chose one lion and one unicorn as the supporters of his royal shield. Canada adopted the same pattern and used a lion on the shield's left holding a gold pointed silver lance from which flies the Royal Union flag, and a unicorn with gold horn, mane and hoofs, on the shield's right. Around its neck is a gold and chained coronet of crosses and *fleurs-de-lis*. The unicorn holds a lance flying a banner of royalist France, namely three gold *fleurs-de-lis*, on a blue background. The two banners represent the two principal founding nations that had established Canada's most enduring laws and customs.

## The motto



Canada's motto "*A Mari usque ad Mare*" (From sea to sea) is based on biblical scripture: "He shall have dominion from sea to sea and from the river unto the ends of the earth (From Sea to sea) – Psalm 72:8". The first official use of this motto came in 1906 when it was engraved on the head of the mace of the Legislative Assembly of the new Province of Saskatchewan. The wording of the motto came to the attention of Sir Joseph Pope, then Under Secretary of State, who was impressed with its meaning. He later proposed it as motto for the new design of the coat of arms, which was approved by Order in Council on April 21, 1921 and by Royal Proclamation on November 21, 1921.

## The four floral emblems



At the base of the arms are the floral emblems associated with the Canadian Monarchy: the English rose, the Scottish thistle, the French *fleur-de-lis* and the Irish shamrock.

- **English rose** - The rose first became the symbol of England when Henry III married Eleanor of Provence and the golden rose of Provence became England's new floral symbol. From this golden rose eventually came the red rose of the House of Lancaster and the white rose of the House of York.

- **Scottish thistle** - There is a legend that, in 1010 when they attempted to capture Scotland, the Danes landed secretly at night. As they approached Stains Castle they removed their shoes to avoid making any noise. When they reached the castle's moat, they jumped in not realizing that the moat was dry and overgrown with thistles. The screams of the bare-footed Danes roused the garrison. The castle and Scotland were both saved and, according to legend, it is in memory of that night that the thistle became the floral emblem of Scotland.
- **Irish shamrock** - In Irish legends, it is said that when he brought Christianity to Ireland, Saint Patrick used the three petals of the shamrock to illustrate the Holy Trinity. As a result, the shamrock became the floral emblem of Christian Ireland.
- **The French *fleurs-de-Lis***- Following its adoption as the symbol of France's king, the *fleurs-de-lis* also became the symbol of Christian France. By the 13<sup>th</sup> and 14<sup>th</sup> centuries, the three petals of the lily of France were being described by writers as symbols of faith, wisdom and chivalry. As in Ireland, they also came to be seen as symbols of the Holy Trinity.

## The imperial crown



On top of the "achievement of the arms of Canada" is the imperial crown which is indicative of the presence of a monarch as Canada's Head of State.

The shapes of symbols in a coat of arms can be altered by an artist since heraldry is an art as well as a science. However the symbols themselves can never be changed without formal approval. In 1957, when Canada's arms were slightly modified to produce a cleaner more contemporary design, the Government replaced the original Tudor crown of the 1921 design by a crown that would represent not just one of the royal families of English monarchs, but centuries of kings and queens of England. In accordance with the expressed wishes of Her Majesty Queen Elizabeth II, the Saint Edward's crown is now used for the arms of Canada. It is this crown that has been used for the coronation of kings and queens in Westminster Abbey for centuries.

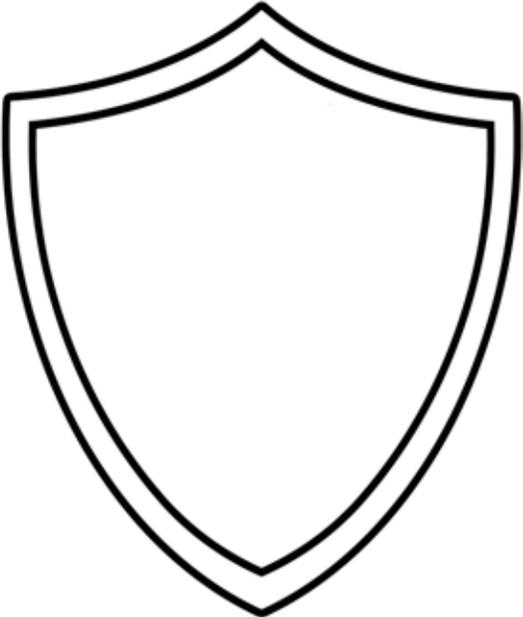
# COAT OF ARMS CHALLENGE

## WORKSHEET

Part of the coat of arms	What you chose	What it represents
Colours and patterns on the Shield		
Motto for your new country		
Items in the Helm		
Animal on the Crest (on top)		
Supporter 1		
Supporter 2		
Floral emblems		
Crown or other symbol of government or allegiance		
Other symbols you choose to incorporate into your country's coat of arms		

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# COAT OF ARMS OF THE NATION OF



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## CANADA'S ECONOMY

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with key aspects of Canada's economy and consider ongoing economic issues.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
  - Canada's Economy activity instruction sheet located at Appendix 1 (1 copy per team),
  - Canada's Economy overview located at Appendix 2, and
  - Canada's Economy worksheet located at Appendix 3 (1 per cadet).
- Post the Canada's Economy activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Economy overview and worksheet on the table.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Canada's Economy activity instruction sheet.

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## **CANADA'S ECONOMY**

### **INSTRUCTIONS:**

1. List what you already know about Canada's Economy and "Pair-Share" your knowledge with another person on your team.
2. Read the brief overview on Canada's Economy.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. You have 30 minutes to complete this activity.

#### *Things to consider:*

- Which industry do you think is most prevalent in your region?
- What have you learned about Canada's Economy that you didn't know before?
- Which industry are you most likely to go into when you finish school?

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# CANADA'S ECONOMY OVERVIEW

## A Trading Nation

Canada has always been a trading nation and commerce remains the engine of economic growth. As Canadians, we could not maintain our standard of living without engaging in trade with other nations.

In 1988, Canada enacted free trade with the United States. Mexico became a partner in 1994 in the broader North American Free Trade Agreement (NAFTA), which created the world's largest free trade area, which now links over 450 million people producing \$17 trillion worth of goods and services as of 2012.

Today, Canada has one of the ten largest economies in the world and is part of the G8 group of leading industrialized countries with the United States, Germany, the United Kingdom, Italy, France, Japan and Russia.

## Canada's Economy Includes Three Main Types of Industries:

**Service industries** provide thousands of different jobs in areas like transportation, education, health care, construction, banking, communications, retail services, tourism and government. More than 75% of working Canadians now have jobs in service industries.

**Manufacturing industries** make products to sell in Canada and around the world. Manufactured products include paper, high technology equipment, aerospace technology, automobiles, machinery, food, clothing and many other goods. Our largest international trading partner is the United States.

**Natural resources industries** include forestry, fishing, agriculture, mining and energy. These industries have played an important part in the country's history and development. Today, the economy of many areas of the country still depends on developing natural resources, and a large percentage of Canada's exports are natural resources commodities.

## Canada – US Relations

Canada enjoys close relations with the United States and each is the other's largest trading partner. Over three-quarters of Canadian exports are destined for the U.S.A. In fact we have the biggest bilateral trading relationship in the world. Integrated Canada-U.S.A. supply chains compete with the rest of the world. Canada exports billions of dollars worth of energy products, industrial goods, machinery, equipment, automotive, agricultural, fishing and forestry products, and consumer

goods every year. Millions of Canadians and Americans cross every year freely in what is traditionally known as “the world’s longest undefended border.”

At Blaine in the State of Washington, the Peace Arch, inscribed with the words “children of a common mother” and “brethren dwelling together in unity,” symbolizes our close ties and common interests.





## CANADA'S REGIONS: SYMBOLS MAP

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the regions of Canada and their characteristics.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

- This activity may be assigned an instructor or be self-directed by the cadets.
- Provide an area large enough for all team members with a table and ample wall space to display the map of Canada.
- Gather the required resources:
  - Regional Symbols activity instruction sheet located at Appendix 1 (1 copy),
  - Map of Canada's Regions located at Appendix 2,
  - Canada's Regions Sheets located at Appendix 3 (1 set),
  - Canada's Regions - Symbols and Place Names located at Appendix 4 (2 sets),
  - Canada's Regions - Symbols answer key located at Appendix 5 (1 copy), and
  - Masking tape.
- Cut two sets of the Canada's Regions Symbols and one set of place names into individual cards, and place them on the table.
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Post the Map of Canada's Regions on the wall or place it on the table.
- Either post the Canada's Regions Sheets on the wall or place them on a table. Alternatively, a large map may be used.

### ACTIVITY INSTRUCTIONS:

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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## REGIONAL SYMBOLS INSTRUCTIONS:

Canada has **five** distinct regions that include many different geographical areas. Even with the diversity of region, many things are similar across the country.

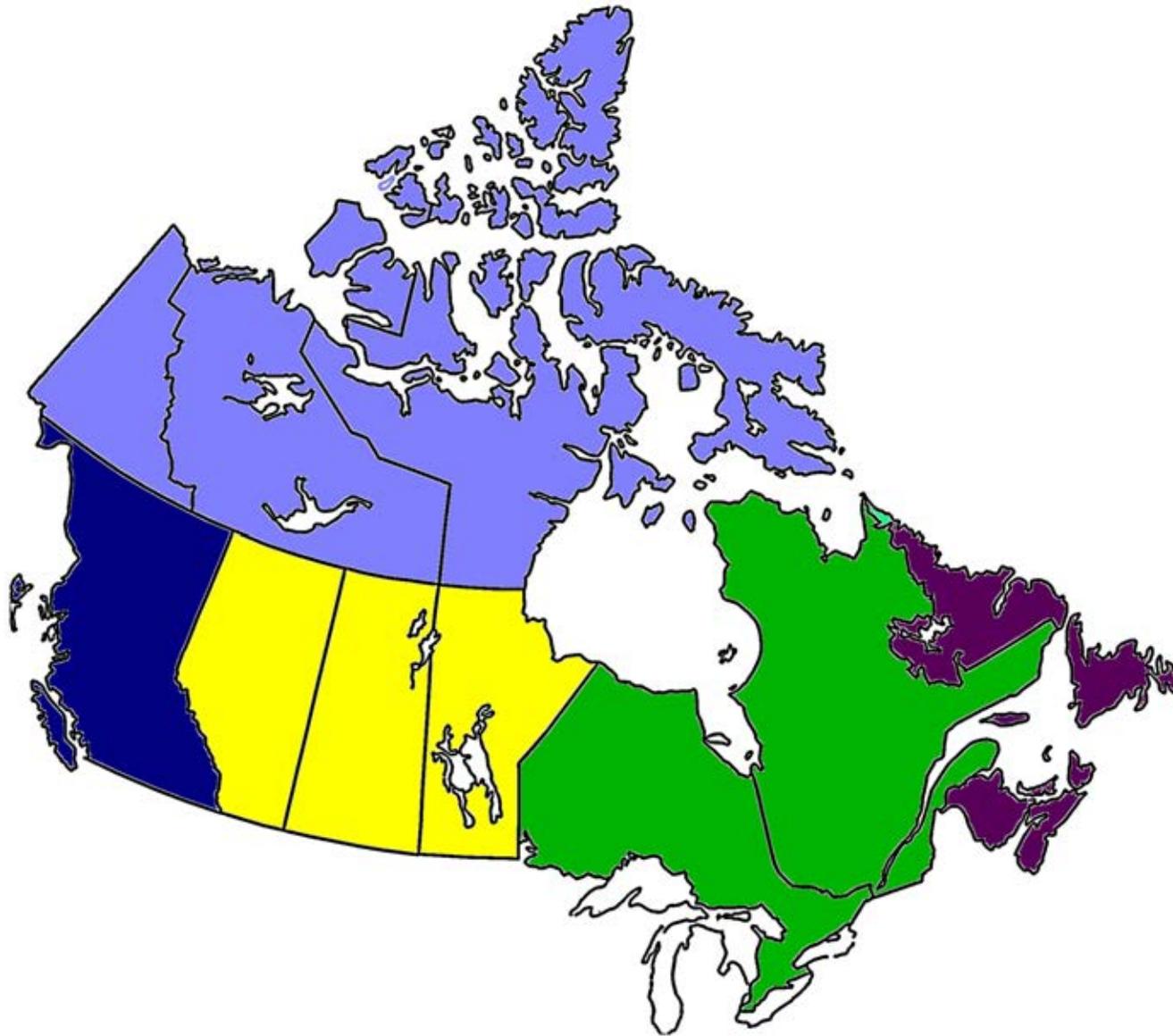
1. Place the province and capital city names on the map.
2. As a team, discuss and determine which symbols belong to each region.
3. Place each of the cut-outs on either the appropriate regional sheet or a large map of Canada (if available). Keep in mind that some of the symbols may belong to more than one region.
4. If your team is uncertain about where to place a symbol, try to figure it out using what you already know about Canada and what makes the most sense (eg, polar bears live in the north).
5. You have 30 minutes to complete this activity.
6. Check the answer key to see how many you got correct.

### *Things to consider:*

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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## CANADA'S REGIONS



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CANADA'S REGIONS  
**ATLANTIC**

CANADA'S REGIONS  
**CENTRAL**

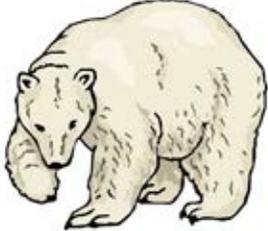
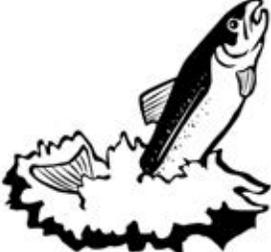
CANADA'S REGIONS  
**PRAIRIE**

CANADA'S REGIONS  
**WEST COAST**

CANADA'S REGIONS  
**NORTHERN**

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# CANADA'S REGIONS SYMBOLS

		
<b>Igloo</b>	<b>Film Industry</b>	<b>Polar Bear</b>
		
<b>Salmon</b>	<b>Oil Drill</b>	<b>Off-Shore Oil Rig</b>
		
<b>Inuksuk</b>	<b>Potatoes</b>	<b>Mountain</b>
		
<b>Wheat</b>	<b>Gold Miner</b>	<b>Moose</b>



**Forestry**



**CN Tower**



**Cowboy**



**Lumberjack**



**Orca**



**Fishing Boat**



**Viking Hat**



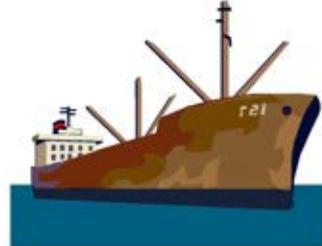
**Hydro Dam**



**Anne of Green Gables**



**Farm**



**Freighter**



**Celtic cross**



Fleur de lis



Gold



Mining



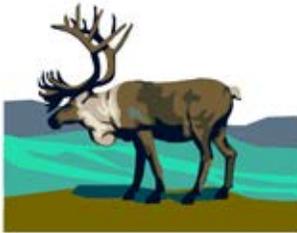
Wine Industry



Fruit



Dairy



Caribou



Freshwater fishing



Dogsled



RCMP



Ukrainian Egg



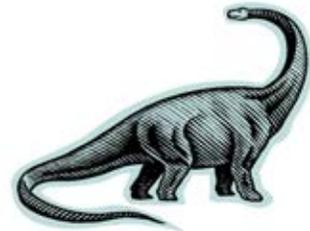
Natural Gas



Totem Pole



Fireweed



Dinosaur



**Cattle Drive**



**Tepee**



**Seal**



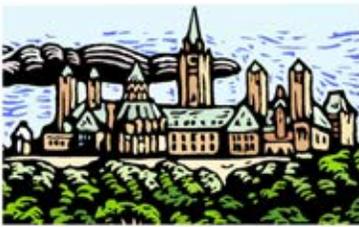
**Diamond**



**Apple**



**Submarine**



**Parliament**



**Chinatown**



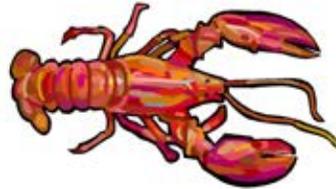
**Confederation Bridge**



**Iceberg**



**Lighthouse**



**Lobster**



**Maple Syrup**



**Niagara Falls**



**Buffalo**

## Canada's Regions

### Capital Cities & Provinces / Territories

<i>Ontario</i>	<i>Quebec</i>
<i>Prince Edward Island</i>	<i>Alberta</i>
<i>Yukon</i>	<i>Northwest Territories</i>
<i>Nova Scotia</i>	<i>New Brunswick</i>
<i>Manitoba</i>	<i>St. John's</i>
<i>Halifax</i>	<i>Fredericton</i>
<i>Toronto</i>	<i>Winnipeg</i>
<i>Edmonton</i>	<i>Victoria</i>
<i>Fellowknife</i>	<i>Whitehorse</i>
<i>Manitoba</i>	<i>Saskatchewan</i>
<i>British Columbia</i>	<i>Charlottetown</i>
<i>Newfoundland and Labrador</i>	<i>Quebec City</i>
<i>Regina</i>	<i>Iqaluit</i>
<i>Ottawa</i>	<i>Prairie</i>
<i>Atlantic</i>	<i>Central</i>
<i>West Coast</i>	<i>Northern</i>

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## CANADA'S REGIONS ANSWER KEY



From the information below, determine if your team has placed the symbols in the correct regions.



Canada has five distinct regions:

<b>The Atlantic Provinces</b>	<ul style="list-style-type: none"> <li>• Newfoundland and Labrador</li> <li>• Prince Edward Island</li> <li>• Nova Scotia</li> <li>• New Brunswick</li> </ul>
<b>Central Canada</b>	<ul style="list-style-type: none"> <li>• Quebec</li> <li>• Ontario</li> </ul>
<b>The Prairie Provinces</b>	<ul style="list-style-type: none"> <li>• Manitoba</li> <li>• Saskatchewan</li> <li>• Alberta</li> </ul>
<b>The West Coast</b>	<ul style="list-style-type: none"> <li>• British Columbia</li> </ul>
<b>The Northern Territories</b>	<ul style="list-style-type: none"> <li>• Nunavut</li> <li>• Northwest Territories</li> <li>• Yukon Territory</li> </ul>



Each region enjoys its own distinct heritage, culture and resources:

<b>Region</b>	<b>Resources</b>	<b>Heritage</b>
<b>Atlantic</b>	Fishing, farming, forestry, mining, off-shore oil and gas extraction, hydro-electric, tourism, shipbuilding, shipping.	Celtic, Viking, Aboriginal, English and French
<b>Central</b>	Industry, manufacturing, farming, hydro-electric, forestry, mining, pulp and paper, film, finance, fruit and wine, dairy, beef.	Aboriginal, English and French
<b>Prairie</b>	Farming, mining, hydro-electric, grain, oilseed, oil and natural gas, beef.	English, French, Ukrainian, Aboriginal
<b>West Coast</b>	Forestry, mining, fishing, fruit and wine, tourism, shipping.	English, Asian, Aboriginal
<b>Northern</b>	Mining, oil and gas, hunting, fishing, trapping.	Aboriginal, English

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## CANADA'S REGIONS: WORKSHEET

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the regions of Canada and symbols associated with each.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This activity is self-directed by the cadets.
- Provide a quiet area large enough for all team members with a table and chairs.
- Gather the required resources:
  - Canada's Regions activity instruction sheet located at Appendix 1 (1 copy per team),
  - KWL Chart located at Appendix 2 (1 per cadet),
  - Canada's Regions overview located at Appendix 3 (1 per cadet), and
  - Canada's Regions worksheet located at Appendix 4 (1 per cadet).
- Post the Canada's Regions activity instruction sheet on the wall or tape it to the table.
- Place copies of Canada's Regions overview, worksheet and KWL chart on the table.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Canada's Regions activity instruction sheet.

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## **CANADA'S REGIONS**

### **INSTRUCTIONS:**

1. Consider what you already know about each of Canada's Regions. Complete the "K" and "W" columns of the KWL (Know, Want, Learned) chart.
2. Read the brief overview on Canada's Regions.
3. Answer each of the questions on the worksheet. Your answers don't have to be written out in full; they can be in point form. There are no "right" answers but your answers should be well thought out and supported.
4. Complete the "L" column of the KWL chart.
5. You have 30 minutes to complete this activity.

#### *Things to consider:*

- Which regions have you visited? How are they different from your own?
- What have you learned about your own region that you didn't know before?
- What have you learned about the other regions that you didn't know before?

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## **CANADA'S REGIONS KWL CHART**

Complete the chart below based on:

1. What you **K**now about each of Canada's Regions,
2. What you **W**ant to know about each of Canada's Regions, and
3. What you have **L**earned about the topic (to be completed after reading the overview as part of the follow-up activity).

REGION	KNOW	WANT TO KNOW	LEARNED
Atlantic			
Central			
Prairie			

REGION	KNOW	WANT TO KNOW	LEARNED
West Coast			
Northern			

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## CANADA'S REGIONS OVERVIEW

- Canada is the second largest country in the world.
- Three oceans line our coasts; the Pacific Ocean to the west, the Atlantic Ocean to the east and the Arctic Ocean to the north.
- The United States lies at the southern edge of Canada. The US – Canada boarder is the longest undefended boarder in the world.
- The National Capital is located in Ottawa and is the country's fourth largest metropolitan area.
- The population of Canada is approx 34 million people most of whom live in cities, but Canadians also live in small towns, villages and rural areas.
- Canada is divided into five distinct regions:

<b>The Atlantic Provinces</b>	<ul style="list-style-type: none"><li>• Newfoundland and Labrador</li><li>• Prince Edward Island</li><li>• Nova Scotia</li><li>• New Brunswick</li></ul>
<b>Central Canada</b>	<ul style="list-style-type: none"><li>• Quebec</li><li>• Ontario</li></ul>
<b>The Prairie Provinces</b>	<ul style="list-style-type: none"><li>• Manitoba</li><li>• Saskatchewan</li><li>• Alberta</li></ul>
<b>The West Coast</b>	<ul style="list-style-type: none"><li>• British Columbia</li></ul>
<b>The Northern Territories</b>	<ul style="list-style-type: none"><li>• Nunavut</li><li>• Northwest Territories</li><li>• Yukon Territory</li></ul>



## The Atlantic Provinces

Atlantic Canada's coasts and natural resources, including fishing, farming, forestry and mining, have made these provinces an important part of Canada's history and development. The Atlantic Ocean brings cool winters and cool humid summers.

- **Newfoundland and Labrador** is the most easterly point in North America and has its own time zone. In addition to its natural beauty, the province has a unique heritage linked to the sea. The oldest colony of the British Empire and a strategic prize in Canada's early history, the province has long been known for its fisheries, coastal fishing villages and distinct culture. Today off-shore oil and gas extraction contributes a substantial part of the economy. Labrador also has immense hydro-electric resources.
- **Prince Edward Island (P.E.I.)** is the smallest province, known for its beaches, red soil and agriculture, especially potatoes. P.E.I. is the birthplace of Confederation, connected to mainland Canada by one of the longest continuous multispan bridges in the world, the Confederation Bridge. *Anne of Green Gables*, set in P.E.I. by Lucy Maud Montgomery, is a much-loved story about the adventures of a little red-headed orphan girl.
- **Nova Scotia** is the most populous Atlantic Province, with a rich history as the gateway to Canada. Known for the world's highest tides in the Bay of Fundy, the province's identity is linked to shipbuilding, fisheries and shipping. As Canada's largest east coast port, deep-water and ice-free, the capital, Halifax, has played an important role in Atlantic trade and defence and is home to Canada's largest naval base. Nova Scotia has a long history of coal mining, forestry and agriculture. Today there is also off-shore oil and gas exploration. The province's Celtic and Gaelic traditions sustain a vibrant culture. Nova Scotia is home to over 700 annual festivals, including the spectacular military tattoo in Halifax.
- **New Brunswick** is situated in the Appalachian Range, the province was founded by the United Empire Loyalists and has the second largest river system on North America's Atlantic coastline, the St. John River system. Forestry, agriculture, fisheries, mining, food processing and tourism are the principal industries. Saint John is the largest city, port and manufacturing centre; Moncton is the principal Francophone

Acadian centre; and Fredericton, the historic capital. New Brunswick is the only officially bilingual province, and about one-third of the population lives and works in French. The province's pioneer Loyalist and French cultural heritage and history come alive in street festivals and traditional music.

## Central Canada

More than half the people in Canada live in cities and towns near the Great Lakes and the St. Lawrence River in southern Quebec and Ontario, known as Central Canada and the industrial and manufacturing heartland. Southern Ontario and Quebec have cold winters and warm humid summers. Together, Ontario and Quebec produce more than three-quarters of all Canadian manufactured goods.

- **Quebec** has nearly eight million people, the vast majority along or near the St. Lawrence River. More than three-quarters speak French as their first language. The resources of the Canadian Shield have helped Quebec to develop important industries, including forestry, energy and mining. Quebec is Canada's main producer of pulp and paper. The province's huge supply of fresh water has made it Canada's largest producer of hydro-electricity. Quebecers are leaders in cutting-edge industries such as pharmaceuticals and aeronautics. Quebec films, music, literary works and food have international stature, especially in *La Francophonie*, an association of French-speaking nations. Montreal, Canada's second largest city and the second largest mainly French-speaking city in the world after Paris, is famous for its cultural diversity.
- **Ontario**, at more than 12 million, makes up more than one-third of Canadians. The large and culturally diverse population, natural resources and strategic location contribute to a vital economy. Toronto is the largest city in Canada and the country's main financial centre. Many people work in the service or manufacturing industries, which produce a large percentage of Canada's exports. The Niagara region is known for its vineyards, wines and fruit crops. Ontario farmers raise dairy and beef cattle, poultry, and vegetable and grain crops. Founded by United Empire Loyalists, Ontario also has the largest French-speaking population outside of Quebec, with a proud history of preserving their language and culture. There are five Great Lakes located between Ontario and the United States: Lake Ontario, Lake Erie, Lake Huron, Lake Michigan (in the U.S.A.) and Lake Superior, the largest freshwater lake in the world.

## The Prairie Provinces

Manitoba, Saskatchewan and Alberta are the Prairie Provinces, rich in energy resources and some of the most fertile farmland in the world. The region is mostly dry, with cold winters and hot summers.

- **Manitoba's** economy is based on agriculture, mining and hydro-electric power generation. The province's most populous city is Winnipeg, whose Exchange District includes the most famous street intersection in Canada, Portage and Main. Winnipeg's French Quarter, St. Boniface, has Western Canada's largest Francophone community at 45,000. Manitoba is also an important centre of Ukrainian culture, with 14% reporting Ukrainian origins, and the largest Aboriginal population of any province, at over 15%.
- **Saskatchewan**, once known as the "breadbasket of the world" and the "wheat province," has 40% of the arable land in Canada and is the country's largest producer of grains and oilseeds. It also boasts the world's richest deposits of uranium and potash, used in fertilizer, and produces oil and natural gas. Regina, the capital, is home to the training academy of the Royal Canadian Mounted Police. Saskatoon, the largest city, is the headquarters of the mining industry and an important educational, research and technology centre.
- **Alberta** is the most populous Prairie province. The province, and the world-famous Lake Louise in the Rocky Mountains, were both named after Princess Louise Caroline Alberta, fourth daughter of Queen Victoria. Alberta has five national parks, including Banff National Park, established in 1885. The rugged Badlands house some of the world's richest deposits of prehistoric fossils and dinosaur finds. Alberta is the largest producer of oil and gas, and the oil sands in the north are being developed as a major energy source. Alberta is also renowned for agriculture, especially for the vast cattle ranches that make Canada one of the world's major beef producers.

- **The West Coast:** British Columbia is known for its majestic mountains and as Canada's Pacific gateway. The Port of Vancouver, Canada's largest and busiest, handles billions of dollars in goods traded around the world. Warm airstreams from the Pacific Ocean give the B.C. coast a temperate climate.
- British Columbia (B.C.), on the Pacific coast, is Canada's western most province, with a population of four million. The Port of Vancouver is our gateway to the Asia-Pacific. About one-half of all the goods produced in B.C. are forestry products, including lumber, newsprint, and pulp and paper products—the most valuable forestry industry in Canada. B.C. is also known for mining, fishing, and the fruit orchards and wine industry of the Okanagan Valley. B.C. has the most extensive park system in Canada, with approximately 600 provincial parks. The province's large Asian communities have made Chinese and Punjabi the most spoken languages in the cities after English. The capital, Victoria, is a tourist centre and headquarters of the navy's Pacific fleet.

## The Northern Territories

The Northwest Territories, Nunavut and Yukon contain one-third of Canada's land mass but have a population of only 100,000. There are gold, lead, copper, diamond and zinc mines. Oil and gas deposits are being developed. The North is often referred to as the "Land of the Midnight Sun" because at the height of summer, daylight can last up to 24 hours. In winter, the sun disappears and darkness sets in for three months. The Northern territories have long cold winters and short cool summers. Much of the North is made up of tundra, the vast rocky Arctic plain. Because of the cold Arctic climate, there are no trees on the tundra and the soil is permanently frozen. Some continue to earn a living by hunting, fishing and trapping. Inuit art is sold throughout Canada and around the world.

- **Yukon** saw thousands of miners during the Gold Rush of the 1890s, as celebrated in the poetry of Robert W. Service. Mining remains a significant part of the economy. The White Pass and Yukon Railway opened from Skagway in neighboring Alaska to the territorial capital, Whitehorse in 1900 and provides a spectacular tourist excursion across precipitous passes and bridges. Yukon holds the record for the coldest temperature ever recorded in Canada (-63°C).
- **The Northwest Territories (N.W.T.)** were originally made up in 1870 from Rupert's Land and the North-Western Territory. The capital, Yellowknife (population 20,000), is called the "diamond capital of North America." More than half the population is Aboriginal (Dene, Inuit and Métis). The Mackenzie River, at 4,200 kilometers, is the second-longest river system in North America after the Mississippi and drains an area of 1.8 million square kilometers.
- **Nunavut**, meaning "our land" in Inuktitut, was established in 1999 from the eastern part of the Northwest Territories, including all of the former District of Keewatin. The capital is Iqaluit, formerly Frobisher Bay, named after the English explorer Martin Frobisher, who penetrated the uncharted Arctic for Queen Elizabeth I in 1576. The 19-member Legislative Assembly chooses a premier and ministers by consensus. The population is about 85% Inuit, and Inuktitut is an official language and the first language in schools.



4. How would you describe Canada to a person interested in moving to our country?

5. The different regions of Canada make it an exciting and interesting place to live. What is your favourite thing about Canada?



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**SECTION 9**

**EO CX01.01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**

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Total Time:

Six sessions (18 periods)

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

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**CHAPTER 2**  
**PO X02 – PERFORM COMMUNITY SERVICE**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
COMMUNITY SERVICE**



**SECTION 1**

**EO MX02.01 – PERFORM COMMUNITY SERVICE**

Total Time:

3 sessions (9 periods) = 270 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX02.01 (Perform Community Service) located in A-CR-CCP-801/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Read and prepare to conduct The Five Stages of Service Learning located at Annex A.

See Examples of Community Service located at Attachment F to get an idea of what community service using the five stages of service learning might look like.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have performed community service that:

- has value, purpose, and meaning;
- uses previously learned and newly acquired skills and knowledge;
- offers unique learning experiences;
- has real consequences; and
- offers a safe environment to learn, to make mistakes, and to succeed.

## IMPORTANCE

It is important for cadets to perform community service as it contributes directly to supporting part of the aim of the Cadet Program—to develop attributes of good citizenship. Through participating in all five stages of service learning, cadets recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which leads to a lifelong ethic of service and civic participation.

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## ACTIVITY

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Refer to The Five Stages of Service Learning located at Annex A for more details on each stage.



Youth voice and youth choice are essential for cadet buy-in and ownership over the service learning process. To the greatest extent possible, the community service should be cadet-led.

1. Have the cadets complete Stage 1 of Service Learning (Inventory and Investigation) by:
  - (a) developing a list or spreadsheet of cadet interests, skills, and talents through an activity such as:
    - (1) having cadets complete a personal inventory worksheet, such as the one located at Annex B;
    - (2) conducting a survey with the cadets; or
    - (3) interviewing cadets;
  - (b) selecting a need in the community by:
    - (1) identifying an existing program or activity that is addressing a community need;
    - (2) identifying a need in the community that has been observed; or
    - (3) receiving a request from the community for assistance in meeting a need; and
  - (c) investigating the underlying problem and validating the need by having the cadets:
    - (1) examine media, such as books, magazines, or newspapers;
    - (2) conduct interviews with people who have expertise in the subject matter;
    - (3) review past experiences;
    - (4) observe relevant situations (eg, investigating homelessness by visiting a local shelter); or
    - (5) conduct a survey with people who may have knowledge about the subject matter.
  
2. Have the cadets complete Stage 2 of Service Learning (Preparation and Planning) by developing a plan that uses the identified skills and knowledge to address, as much as possible, the underlying problem behind the community need. The Community Service Proposal at Annex C may be used to help develop the plan. The plan should:
  - (a) describe the involvement of community partners;
  - (b) define the goal of the community service;

- (c) describe anticipated results;
  - (d) identify how to measure the effects;
  - (e) identify how progress will be monitored;
  - (f) define roles and responsibilities of all involved;
  - (g) include a timeline for all tasks; and
  - (h) identify required resources.
3. Have the cadets complete Stage 3 of Service Learning (Action) by completing the community service while monitoring progress using the indicators identified in Stage 2: Preparation and Planning and adapting the plan as necessary.
4. Have the cadets complete Stage 4 of Service Learning (Reflection) by completing an activity that places the community service within the context of themselves personally, the community directly served, and greater communities (eg, national or global), such as:
- (a) the four square reflection tool located at Annex D,
  - (b) a journal, blog, or video blog,
  - (c) an analysis of a “day in the life” of those benefiting from the service. How has it changed? How might they feel differently?
  - (d) a piece of art that represents the community service activity, or
  - (e) another activity that provides a structured avenue for reflecting on the community service.
5. Have the cadets complete Stage 5 of Service Learning (Demonstration) by completing an activity that showcases what they have done and the effect it has had on themselves (such as new skills, knowledge, or understandings) and the community, such as:
- (a) a video or photo essay,
  - (b) a letter to the editor,
  - (c) an article for local or corps / squadron media,
  - (d) a presentation or performance, or
  - (e) a public display of art.



A checklist is located at Annex E to guide cadets through the stages of Service Learning.

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### END OF LESSON CONFIRMATION

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The cadets' participation in community service will serve as the confirmation of this lesson.

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## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Community service not only has a positive impact on others in your community—it has a positive impact on you by developing critical thinking and problem-solving skills; growing your understanding of diverse cultures and communities; providing an opportunity to learn more about social issues and their root causes; and developing your communication, collaboration, and leadership skills. Seek out opportunities to be a good citizen by positively contributing to your community.

### INSTRUCTOR NOTES / REMARKS

Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

More than one community service activity may be chosen to complete the required training time.

If additional time is required to complete all five stages of service learning, periods from C102.01 (Perform Community Service) may be used.

The community service activity shall not have any partisan political association or support any single religious denomination or belief system.

The community service activity shall not directly benefit the corps / squadron or the sponsor.

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## REFERENCES

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Kaye, Cathryn B. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis, MN: Free Spirit Publishing Inc, 2010.

# THE FIVE STAGES OF SERVICE LEARNING

## STAGE 1: INVENTORY AND INVESTIGATION

### Objective

The aim of the first stage of service learning is to select a genuine opportunity for meaningful community service by identifying a verified need in the community that appeals to the cadets' interests and which their skills and knowledge will allow them to fill.

### Process

First, a personal inventory is created, identifying the skills, knowledge, and strengths of the cadets. This simple list will serve as a tool to identify the optimal manner in which the cadets can address a community need.

Second, a need in the community is identified. This may be done by:

- identifying an existing program or activity that is addressing a community need;
- observing a need in the community; and / or
- receiving a request from the community for assistance in meeting a need.

The cadets then investigate the problem and validate the need. The observable need or issue may be the manifestation or symptom of a larger problem. Where possible, the underlying problem should be the target of the community service rather than the visible need. For example, to address the need posed by litter in a park, the cadets could arrange for the installation of additional garbage cans rather than organizing patrols. This would address the underlying problem, a lack of places to put garbage, rather than the observable issue (the presence of trash).



Even if a need is identified through a request from a community member or organization, an investigation is still conducted to document, authenticate, and understand the underlying problem behind the need.

Research methods that may be used to investigate underlying problems and validate needs include:

- examining the media, such as books, magazines, and newspapers;
- conducting interviews with people who have expertise in the subject matter;
- reviewing past experiences;
- observing relevant situations (eg, investigating homelessness by visiting a local shelter); and
- conducting a survey with people who may have knowledge about the subject matter.

When the investigation is completed, the cadets will understand the extent of the need and have developed a baseline from which they may monitor progress.

## STAGE 2: PREPARATION AND PLANNING

### Objective

The aim of the second stage of the service learning process is to prepare the cadets to complete the service by developing a plan.

### Process

With guidance and support from their supervisor, cadets:

- draw upon previously acquired skills and knowledge;
- acquire new information through varied, engaging means and methods;
- collaborate with community partners;
- develop a plan;
- become ready to provide meaningful community service;
- articulate roles and responsibilities of all involved; and
- define realistic parameters for implementation.



Communicating with stakeholders (those who will be affected by the community service activity) and building partnerships with other community organizations (governments, businesses, community groups, etc.) are key to the success of the community service activity. For example, if cadets are interested in beautifying a local park, they will need to make contacts with the municipality and park users.

### **STAGE 3: ACTION**

#### **Objective**

In this stage, the community service is conducted.

#### **Process**

While conducting the community service, it is important that the cadets monitor progress towards the objectives, conduct more research as needed, and alter the plan as required.

### **STAGE 4: REFLECTION**



Stage 4: Reflection may occur both during and after implementation of the community service activity. Reflection during the activity may reveal better ways to complete the community service or a new focus.

#### **Objective**

The aim of the fourth stage is to place the service learning experience in the context of the cadets, the community, and the global community.

#### **Process**

Through reflection activities such as discussion, journaling, and worksheets, cadets:

- describe what happened;
- examine the difference made;
- discuss thoughts and feelings;
- consider project improvements;
- generate ideas and identify questions; and
- receive feedback.

Reflection is integral to service learning. During the reflection stage, cadets link learning and experience with personal growth and awareness. When cadets reflect on their experiences during community service activities, they consider how the knowledge, experience and skills gained relate to their own lives and communities and begin to understand the purpose of their engagement.

Since people naturally reflect in different ways, more cadets will be engaged by allowing a variety of reflection methods. Examples of reflection activities include art, music, role play, journals, sculpture, drama, worksheets, photographs, and discussion.



Reflection through group discussion can have its drawbacks as cadets can be influenced by the comments of others, causing the conversation to go in circles. Have cadets write down responses to reflection questions in brief notes before the group discussion so they can refer to their written thoughts in conversation. This simple act preserves the integrity of each cadet's experience before it can be influenced by others' impressions and assures that everyone has something to contribute.

Regardless of the reflection activity chosen, some questions that can be posed to the cadets to assist them with reflection include:

- What did the experience remind you of?
- What did you learn that you didn't know before?
- How did you feel being at the service site? How did your feelings change from when you first arrived to when you left?
- How did you make a difference today?
- Five years from now, what do you think you will remember about this experience?
- What can we all do to make our time and efforts have a bigger impact?

## **STAGE 5: DEMONSTRATION**

### **Objective**

The aim of the final stage of the service learning model is to showcase what the cadets have done and the effect it has had on them and the community.

### **Process**

Demonstration is the stage of the Community Service Model where cadets showcase what they have done and the effect it has had on them and the community.

Presenting what they have learned allows cadets to teach others while also identifying and acknowledging to themselves what they have learned and how they learned it. When cadets tell others about what they have done and the impact of their actions, it re-enforces the intrinsic value of community service.



Demonstrations need to be cadet-led with supervisor guidance and support to be effective. If cadets do not feel they are in control of the product they are creating, they will not apply their full efforts to complete it.

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## PERSONAL INVENTORY

**Interests** are what you like to think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

I like to learn and think about . . .

**Skills** have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

I can . . .

**Knowledge** sets are what you know and understand well. Do you have a favourite subject in school? What do you like to read about in your spare time?

I know about . . .

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## COMMUNITY SERVICE PROPOSAL

By: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Corps / Squadron: \_\_\_\_\_

Corps / Sqn Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Project name:** \_\_\_\_\_

*Need*—Why this plan is needed:

*Purpose*—How this plan will help:

*Participation*—Who will help and what they will do:

- Cadets:
- Staff:
- Organizations or groups:

*Outcomes*—What we expect to happen as a result of our work:

*How we will check outcomes*—What evidence we will collect and how we will use it:

*Resources*—What we need to get the job done, such as supplies (itemize on back):

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## FOUR SQUARE REFLECTION TOOL

<p><b>What happened?</b></p>	<p><b>How do I feel?</b></p>
<p><b>Ideas?</b></p>	<p><b>Questions?</b></p>

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## COMMUNITY SERVICE CHECKLIST

Inventory and Investigation	Identify skills and interests	<input type="checkbox"/>
	Identify a community need to address	<input type="checkbox"/>
	Investigate the underlying problem	<input type="checkbox"/>
	Identify potential community partners	<input type="checkbox"/>
Preparation and Planning	Collaborate with community partners	<input type="checkbox"/>
	Define the goal of the community service	<input type="checkbox"/>
	Describe anticipated results	<input type="checkbox"/>
	Identify how to measure the effects of the community service	<input type="checkbox"/>
	Identify how progress will be monitored	<input type="checkbox"/>
	Define roles and responsibilities of all involved	<input type="checkbox"/>
	Create a timeline for all tasks	<input type="checkbox"/>
	Identify required resources	<input type="checkbox"/>
Create a budget if required	<input type="checkbox"/>	
Action	Monitor progress	<input type="checkbox"/>
Reflection	Describe what happened	<input type="checkbox"/>
	Examine the difference made	<input type="checkbox"/>
	Discuss thoughts and feelings	<input type="checkbox"/>
	Consider activity improvements	<input type="checkbox"/>
	Generate ideas and identify questions	<input type="checkbox"/>
	Receive feedback	<input type="checkbox"/>
Demonstration	Identify an audience	<input type="checkbox"/>
	Identify a time and place to do the demonstration	<input type="checkbox"/>
	Create a demonstration	<input type="checkbox"/>
	Execute the demonstration	<input type="checkbox"/>

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## EXAMPLES OF COMMUNITY SERVICE

**Community Garden.** Through a survey of local residents, cadets identify the need for a community garden. The personal inventory reveals a couple of cadets with gardening experience and several more cadets who know people with gardening experience. They contact the municipality to get the required permissions to use an empty lot. Cadets do research into community gardens and form partnerships with those community members interested in having plots in the garden. Cadets plan and build the infrastructure for the community garden, including the creation of plots. They demonstrate their project by giving a joint presentation with their community partners at a municipal council meeting.

**Disabled Program.** Through the personal inventory one cadet reveals the volunteer work they do for a local disabled program and indicates a need for more volunteers. They talk about some of the things volunteers do for the program, such as organizing activities and entertainment. The cadets express interest in helping out and arrange a visit to become familiar with the program and to meet the participants, staff, and other volunteers. After their visit the cadets brainstorm some activities they can do with the program participants. After planning and executing an evening of fun activities, the cadets reflect on the impact made. Although they are proud of the impact they made for that evening, one cadet points out that the disabled program will still have a shortage of regular volunteers into the future. Cadets then decide to take their community service project one step further by creating an advertising campaign to attract more volunteers to the program.

**Food Drive.** Cadets decide to get involved with the local food drive. They contact the Food Bank, do a tour of the facility, learn about the food needs of the local community, and spend two hours organizing and sorting non-perishable food items. Cadets help the Food Bank promote the upcoming food drive by creating posters and speaking with local media. Cadets create a sign-up list for parent volunteers to drive, divide themselves into teams of three, and assign each team a geographic area to cover during the food drive. The cadets demonstrate their project by creating an article that they distribute to the local newspaper.

**Remembrance Day and Poppy Campaign.** Cadets are approached by the Royal Canadian Legion to participate in the annual Poppy Campaign and Remembrance Day ceremony. Cadets research the Royal Canadian Legion and learn about some of the initiatives it leads using the moneys raised during the Poppy Campaign, such as the creation and care of memorials. Cadets also learn the history of the poppy and how it came to be a symbol of remembrance, and invite a veteran to speak about what remembrance means to them. Cadets identify several other ways they can thank and support veterans. They create a demonstration for their Annual Ceremonial Review to make others aware of how they can get involved.

**Emergency Health Services.** A cadet living in a rural area loses his father to a heart attack. A factor in his father's death was the time it takes for medical assistance to reach his community. Cadets decide to address this problem. After brainstorming, researching, and communicating with local government and medical services, cadets come up with two ways to improve medical assistance in the community. First, they all agree to take first aid training and arrange for a first aid provider to come to the community to deliver that training. Second, they use GPS to create detailed maps of the local community for use by the ambulance services, leading to reduced response times. Some cadets reveal during the reflection activity that they see a potential future career in health services. The cadets demonstrate their accomplishments by doing a first aid display at a CO's Parade.

**Recycling Program.** Cadets identify the need for a recycling program in their community. Through their research they discover that a recycling program has not been set up in the community because the nearest recycling plant is so far as to make transportation costs prohibitive. The personal inventory indicates several of the cadets have ties to local businesses. Cadets have some discussions with local business owners and realize that the truck that regularly re-stocks the grocery store is empty when it leaves the community. Cadets contact the trucking company and arrange to have the recyclables shipped out regularly. After successfully solving this piece of the puzzle, the cadets enthusiastically go about planning, promoting, and implementing the community's recycling program. To demonstrate the project they give a presentation at a municipal council meeting.

**Election.** Through their personal inventory, cadets discover a common interest in the upcoming election so they decide to get in touch with election organizers to find out how they can help. The cadets investigate the electoral process and volunteer to register voters and work the polls on election day. During reflection, the cadets discuss what it means to them to be citizens of a democratic country. This leads to discussions about refugees fleeing from countries where they are in danger and oppressed. They decide their next community service activity will be to learn about the stories of local refugees and to host a Citizenship Ceremony.

**Animal Humane Society.** Upon reviewing their personal inventory, cadets recognize many of them share an interest in the welfare of animals, so they plan a trip to the local animal humane society. After discussing the need to care for pets responsibly, cadets create a brochure called "Taking Care of Your Pet". The brochure is distributed by the humane society and, after making contacts with administration at several local schools, by the cadets who attend these schools. During the reflection activity, some cadets decide to volunteer to walk the dogs as part of their personal community service. The cadets demonstrate their project by creating a display consisting of photos of each cadet either with their pet or with an animal at the humane society. The display is posted at the humane society.



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
COMMUNITY SERVICE**



**SECTION 2**

**EO CX02.01 – PERFORM COMMUNITY SERVICE**

---

Total Time:

6 sessions (18 periods) = 540 min

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**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE INSTRUCTIONAL GUIDE FOR EO MX02.01 (PERFORM COMMUNITY SERVICE).**

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**CHAPTER 3**

**PO 103 – PARTICIPATE AS A MEMBER OF A TEAM**





**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Cut up Scrambled Words Handout located at Attachment A into strips.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to identify responsibilities of a follower in a team and generate interest.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall have explained the responsibilities of a follower in a team environment.

**IMPORTANCE**

Cadets need to learn how to be effective members of a team. Understanding the responsibilities of a follower in a team setting makes cadets more aware of what is expected of them. This knowledge enables them to contribute to the overall success of the team.

---

**Teaching Point 1****Explain the following four responsibilities of a follower.**

Time: 10 min

Method: Interactive Lecture

---

**RESPECT THE LEADER AND OTHER TEAM MEMBERS**

The ability to work with other people in a team is a useful skill. A sincere respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

**COOPERATE WITH OTHERS**

In order for the team to effectively and efficiently achieve an objective the members must co-operate. Through co-operation a great deal more can be achieved than by working alone.

**ADMIT MISTAKES AND LEARN FROM EXPERIENCE**

In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.

**ACCEPT CONSTRUCTIVE CRITICISM**

Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed. Leaders will often provide constructive criticism to members of the team. This criticism is given to assist individuals develop as team member and eventually become leaders. Members must learn to take this criticism and use it in a beneficial way.

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

- Q1. What is constructive criticism?
- Q2. What does it mean to admit mistakes and learn from experience?
- Q3. Why is it important to respect the leader and other team members?

**ANTICIPATED ANSWERS:**

- A1. Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed.
- A2. In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.
- A3. The ability to work with other people in a team is a useful skill. A sincere liking and respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

---

**Teaching Point 2****Explain the following five responsibilities of a follower in a team**

Time: 15 min

Method: Interactive Lecture

---

**ASSUME RESPONSIBILITY**

Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and relies on these members to be prepared and willing to take on the responsibility.

**BE HONEST**

Team members must be honest with others in the team. Most people believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

**ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE**

It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences allows the group to communicate and cooperate.

**KNOW THE JOB AND BE PREPARED**

A good follower needs to be knowledgeable about the group's goals. An effective follower should be organized and prepared.

**COMMUNICATE CLEARLY WITH OTHERS**

A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.

---

**CONFIRMATION OF TEACHING POINT 2**

---

**QUESTIONS:**

Q1. Why is it important to be honest in a team?

**ANTICIPATED ANSWERS:**

A1. Team members must be honest with others in the team. Most people believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

---

**END OF LESSON CONFIRMATION**

---

**ACTIVITY**

Time: 5 min

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**OBJECTIVE**

The objective of this activity is for the cadets to unscramble the responsibilities of a follower in a team and explain what each means.

**RESOURCES**

- Scrambled responsibilities found in Attachment A.
- Container to pick scrambled responsibilities from.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the class into nine groups. If the class is too small, fewer groups can be formed.
2. Have one member from each group pick a slip from the container.
3. Each group will unscramble the words to reveal one of the responsibilities of a follower.
4. The group is to discuss what the responsibility means.
5. Each group is to present their answer to the class.

**SAFETY**

Nil.

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Understanding the responsibilities of a follower in a team is essential for team members. Knowing what is expected of them will help create a successful outcome.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 Mar 06, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>.

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SCRAMBLED WORDS

CERPTES HET DERLEA NDA EHORT AETM BESMERM

---

RPCOEAEOT TWHI TSERSON

---

IAMTD STSAKIEM DNA RLENA MFOR XRPEIECNEE

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PCETCA SRUCONTTIVEC IIISCTMRC

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SUSAME YEBPISONSILRIT

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M103.02 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the SMART Goal handout located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.

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

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of the lesson, the cadets will have mapped a personal goal for the training year.

**IMPORTANCE**

It is important for cadets to set goals that will encourage personal development and motivate them to complete tasks.

**Teaching Point 1****Explain the concept of goal setting.**

Time: 10 min

Method: Interactive Lecture

**DEFINITION OF A GOAL**

A goal is an aim an individual or group works toward; an object of ambition / effort.

**DIFFERENCE BETWEEN SHORT-TERM AND LONG-TERM GOALS**

Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals. For example, if an individual strives to run five kilometers by the end of the year, their short-term goal could be to run two kilometers within two months. By setting achievable short-term goals, individuals can measure their progress in the pursuit of their long-term goals.

**HOW TO DEVELOP GOALS**

Goals should be set with a specific purpose in mind. They should be measurable and achievable, allowing individuals to track progress. A goal should be something an individual can be motivated toward achieving.

**SMART GOAL SETTING**

Distribute the SMART Goal handout located at Attachment A. Discuss with the cadets what each letter in “SMART” represents and give an example of a SMART goal.

Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful.

**S** stands for specific: the aim of the goal must be precisely defined.

**M** stands for measurable: identify a standard against which to assess achievement.

**A** stands for attainable: ensure needed resources are accessible for accomplishing the goal.

**R** stands for realistic: ensure the goal is worthwhile for the cadet.

**T** stands for timely: the completion date of the goal.

Ask the following questions to the cadets to help elicit SMART goals:

**Specific.** What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.

**Attainable.** How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.

**Realistic.** Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Running a marathon is a big goal and one that will not likely be achieved by many; however, joining a running club or running smaller distances may be realistic attainable goals.

**Timely.** When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.



### SMART Goal Example

**SMART GOAL:** By the Commanding Officer's (CO's) parade in December, I will have all of my badges sewn onto my uniform in the correct positions.

**Specific:** I will have all my badges sewn onto my uniform in the correct positions. I will not have any loose threads.

**Measurable:** I will get a copy of the dress instructions that show where badges will be sewn onto the uniform. I will ask my mom to help me sew the badges onto my uniform. I will work on my sewing every Thursday night until all the badges are sewn correctly. I will meet my Divisional Petty Officer the week before the December CO's parade to make sure my badges are sewn onto my uniform in the correct positions. I will spend the Monday night before CO's parade correcting any errors my Divisional Petty Officer finds with the badges on my uniform.

**Attainable:** I will check with my fellow Phase One cadets to ensure my uniform is correct. I will also seek advice from my Divisional Petty Officer.

**Timely:** I will start at this week's parade night by asking for a copy of the dress instructions. I will work at completing my goal each Thursday night until CO's parade.

---

## CONFIRMATION OF TEACHING POINT 1

---

### QUESTIONS

- Q1. What is a goal?
- Q2. What is the difference between short-term and long-term goals?
- Q3. What is SMART?

### ANTICIPATED ANSWERS

- A1. A goal is an aim an individual or group works toward; an object of ambition / effort.
- A2. Short-term goals are those that can be met in a short period of time and are often set to achieve long-term goals.
- A3. Specific, measurable, attainable, realistic, and timely.

---

**Teaching Point 2**

**Conduct a goal mapping activity.**

Time: 15 min

Method: In-Class Activity

---

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to have the cadets map a personal goal for the training year.

**RESOURCES**

- SMART Goal handout located at Attachment A, and
- Pen / Pencil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets brainstorm and record on flipchart paper a list of achievable training year goals.
2. Have each cadet pick a goal from the list.
3. Have the cadets complete the SMART Goal handout based on their identified goal.
4. Check that each cadet has completed the form.
5. Cadets will keep their completed form.

---

**CONFIRMATION OF TEACHING POINT 2**

---

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

You will have many opportunities to set goals in the cadet program. When you set goals remember to be SMART!

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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- C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

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**SMART GOAL**

	<b>Definition</b>	<b>My Smart Goal</b>
<b>Specific</b>	<p><b>What do I want to do?</b></p> <p>What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).</p>	
<b>Measurable</b>	<p><b>How much and how often will I do it?</b></p> <p>How often will I work toward my goal? How long will I work at activities that help me to meet my goal? How can I track my progress in meeting my goal? Measuring your progress will help you to track your success and maintain motivation.</p>	
<b>Attainable</b>	<p><b>How will I do it?</b></p> <p>How can I reach my goal? Are there people who can help me reach my goal? Do I have any attitudes that I need to change in order to meet my goal? Identifying the resources and supports that are available to help meet a goal is important to keep you on track.</p>	
<b>Realistic</b>	<p><b>Can I do it?</b></p> <p>Can I really reach my goal? Is my goal too big? Would a smaller goal be more realistic and help me ensure success? Large goals can be broken down into smaller goals that are more easily obtained and tracked.</p>	
<b>Timely</b>	<p><b>When will I do it?</b></p> <p>When will I start to work on my goal? When do I want to have my goal completed? Goals are more effective if they have time associated with them.</p>	

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO M103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Ensure that an OHP has been set-up.

Bring paper and pens for group work.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

## **IMPORTANCE**

Having the skills to work as an effective team member is essential to the success of the team. Once introduced to these skills, they will continue to develop whenever the individual is placed in a team setting or situation that require people to work together.

**Teaching Point 1****Conduct the teambuilding activity “the Human Knot.”**

Time: 10 min

Method: In-Class Activity

**BACKGROUND KNOWLEDGE****CHARACTERISTICS OF A SUCCESSFUL TEAM**

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

**ADVANTAGES OF EFFECTIVE TEAMWORK**

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

**ACTIVITY****OBJECTIVE**

The objective of this activity is to untangle the “human knot” through teamwork.



This activity highlights the necessity for communication, mutual cooperation and support, including everyone and ensuring a better outcome, high esprit de corps and sharing a common goal.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide the class into groups of approximately 10 cadets.
2. Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
3. Have them do the same with their left hands.
4. Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the “Human Knot.”

## SAFETY

Ensure the area where this activity is being conducted is flat and open so as to avoid any falls or collisions with other objects.

---

### CONFIRMATION OF TEACHING POINT 1

---

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

---

### Teaching Point 2

### Conduct the teambuilding activity “Memory.”

Time: 10 min

Method: In-Class Activity

---

---

## ACTIVITY

---

## OBJECTIVE

The objective of this activity is to remember as many of the items in the collage both as an individual and as a team.

## RESOURCES

- Collage found in Attachment A.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flip chart.
- Markers.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Place a copy of the collage found in Attachment A on the OHP.
2. Turn the OHP on and have the cadets observe the overhead for 15 seconds.
3. After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.

4. After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
5. Split the cadets into two groups and have them compile a group list of items they recall.
6. After two minutes compare the individual results to the group results.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 2**

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

**Teaching Point 3****Conduct the teambuilding activity "Silent Birthdays."**

Time: 10 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

The objective of this activity is to line up according to birthdays without speaking to one another.

**RESOURCES**

- Paper; and
- Pens.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTION**

1. Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
2. If the task becomes daunting for the cadets provide a method to assist them (eg, using pens and paper).
3. The pens and paper can be laid out on a table in the vicinity of the activity.
4. When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 3**

The cadet's participation in the activity will serve as the confirmation of the TP.

---

**Teaching Point 4**

**Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

---

**DISCUSSION QUESTIONS**



**TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?
- Q4. Why do you think teamwork is important?



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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Teamwork is essential to a successful outcome. Knowing what skills contribute to the success of a team will aid in this. Development of these skills will occur each and every time an individual is involved in a team.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-003 ISBN 0-943210-44-5 Pike, B., & Busse, C. (1995). *101 more games for trainers*. Minneapolis, MN: Lakewood Publishing.

C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D.S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

C0-005 ISBN 0-07-046414-6 Scannell, E.E., & Newstrom, J. W. (1994). *Even more games trainers play*. New York: McGraw-Hill.

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MEMORY COLLAGE



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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**  
**EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES**

---

Total Time:

30 min

---



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**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.

A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.

**IMPORTANCE**

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

---

**Teaching Point 1**

**Conduct the icebreaker activity “True Confession Toothpicks.”**

Time: 5 min

Method: In-Class Activity

---

**BACKGROUND KNOWLEDGE**

---

**ICEBREAKERS**

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

**RESOURCES**

- Large amount of toothpicks.

**ACTIVITY LAYOUT**

A circle classroom arrangement may be appropriate for this activity.

**ACTIVITY INSTRUCTIONS**

1. Give each cadet five toothpicks.
2. Select a cadet to go first; ask them to talk about something they have never done (eg. I have never jay-walked).
3. After the statement, anyone in the group who has done the action must forfeit a toothpick.
4. The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.
5. The disclosers continue until someone has lost all five toothpicks.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**

---

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

**Teaching Point 2****Conduct the icebreaker activity “Two Truths and a Lie.”**

Time: 5 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

The objective of this activity is to get cadets thinking about differences and similarities between themselves and others.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide cadets into groups of four;
2. Cadets will brainstorm three characteristics that make every cadet in the group the same;
3. Cadets will brainstorm three characteristics that make every cadet in the group different;
4. Each group of cadets peer share their similarities and their differences with the rest of the class.

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 2**

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

**Teaching Point 3****Conduct the icebreaker activity “Self Disclosure Introductions.”**

Time: 5 min

Method: In-Class Activity

**ACTIVITY****OBJECTIVE**

The objective of this activity is to provide innovative ways for the cadets to know one another by adding adjectives to their first or last names.

**RESOURCES**

Nil.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTION

1. Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

## SAFETY

Nil.

---

### CONFIRMATION OF TEACHING POINT 3

---

The cadet's participation in the activity will serve as the confirmation of the TP.

## Teaching Point 4

**Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.**

Time: 10 min

Method: Group Discussion

## DISCUSSION QUESTIONS



### TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

## SUGGESTED QUESTIONS:

- Q1. Did the tasks help you introduce yourselves to one another?
- Q2. Did the activity help include everyone in the team environment?
- Q3. How did you feel about the others in the group after the activity was completed?



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

---

### END OF LESSON CONFIRMATION

---

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

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995) *101 more games for trainers*. Minneapolis, MN: Lakewood Books.

C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and to provoke thought and stimulate interest among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about self-introductions.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall introduce themselves to the group.

**IMPORTANCE**

Communication is an important aspect of leadership. Being able to communicate with other members of the group and the leader will lead to successful completion of tasks. Starting with a short, informal introduction will give the cadets confidence to start developing their communication skills.

---

**Teaching Point 1****Conduct a self-introduction activity.**

Time: 15 min

Method: In-Class Activity

---

---

**BACKGROUND KNOWLEDGE**

---

**COMMUNICATION**

Effective communication skills are key to any successful group or team and are an important factor in becoming an effective leader. A leader who can communicate effectively with the team will move the team towards a positive outcome.

Communication works in both directions. When one person is delivering a message, the team members must be listening to ensure they receive the message correctly. Part of becoming a leader is developing good listening skills. Team members should feel comfortable enough to bring forth ideas to the leader and feel that their ideas are heard and taken into account.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to have each of the cadets present themselves to the class.

**RESOURCES**

- White board with markers,
- Pen,; and
- Paper.

**ACTIVITY LAYOUT**

If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

**ACTIVITY INSTRUCTIONS**

1. Have each cadet stand in front of the class and present a short introduction.
2. The introduction should include information such as:
  - (a) their name;
  - (b) what school they attend;
  - (c) what grade they are in;
  - (d) why they joined cadets;
  - (e) their hobbies;
  - (f) their interests; and
  - (g) their general career ambitions.
3. Write this list on the board for the cadets to reference during the introduction.

4. Give the cadets two minutes to write some notes to use during the introduction.
5. Each introduction should be no more than two minutes in length.

### SAFETY

Nil.

### CONFIRMATION OF TEACHING POINT 1

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

### Teaching Point 2

**Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.**

Time: 10 min

Method: Group Discussion

### DISCUSSION QUESTIONS



#### TIPS FOR ANSWERING/FACILITATING DISCUSSION:

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

### SUGGESTED QUESTIONS:

- Q1. How does this exercise emphasize the importance of communication?
- Q2. Why is communication important in a team setting?
- Q3. What feelings were experienced while introducing yourself?



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

### END OF LESSON CONFIRMATION

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

### CONCLUSION

### HOMEWORK / READING / PRACTICE

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Being able to communicate with others is essential in leadership both as a follower and a leader. Participating in self-introductions will give the cadet confidence to communicate with others in the group and with the leader.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO C103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare all materials listed in the resource section of each activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.

A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

**IMPORTANCE**

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

---

**Teaching Point 1****Conduct the teambuilding activity “Jigsaw.”**

Time: 5 min

Method: In-Class Activity

---

---

**BACKGROUND KNOWLEDGE**

---

**CHARACTERISTICS OF A SUCCESSFUL TEAM**

- Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.
- Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

**ADVANTAGES OF EFFECTIVE TEAMWORK**

- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to stress the importance of each team member’s individual contributions and the importance of working as a group.

**RESOURCES**

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for re-assembly;
- CD player (optional); and
- Appropriate CDs (optional).

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Select a suitable picture puzzle (Attachment A).
2. Break the puzzle into nine connectable subsets (so the subsets can be connected to each other)
3. Distribute the subsets to each participant (divide cadets into groups if there are more than 9 participants).
4. Have the cadets assemble the subsets of the puzzle.
5. After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
6. Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**


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

**Teaching Point 2**

**Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.**

Time: 5 min

Method: Group Discussion

**DISCUSSION QUESTIONS****TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. What was your reaction were experienced when you realized your importance to the overall team?
- Q2. What impact did the time deadline have on the effectiveness the group completing the task?
- Q3. What was the impact of having team members available to help with the task?
- Q4. What do you feel the completed picture puzzle represents?
- Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.

---

**CONFIRMATION OF TEACHING POINT 2**

---

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

---

**Teaching Point 3**

**Conduct the teambuilding activity "Alphabetically."**

Time: 10 min

Method: In-Class Activity

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---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

**RESOURCES**

- Blindfolds (optional)

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTION**

1. Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
2. Direct one cadet to say the first letter of the alphabet.
3. The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 3**

---

The cadet's participation in the activity will serve as the confirmation of the TP.

**Teaching Point 4****Lead a discussion on the characteristics of a successful team.**

Time: 20 min

Method: Group Discussion

**DISCUSSION QUESTIONS****TIPS FOR ANSWERING/FACILITATING DISCUSSION:**

- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

**SUGGESTED QUESTIONS:**

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?
- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



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

**END OF LESSON CONFIRMATION**

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

**CONCLUSION****HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

### **INSTRUCTOR NOTES / REMARKS**

Nil.

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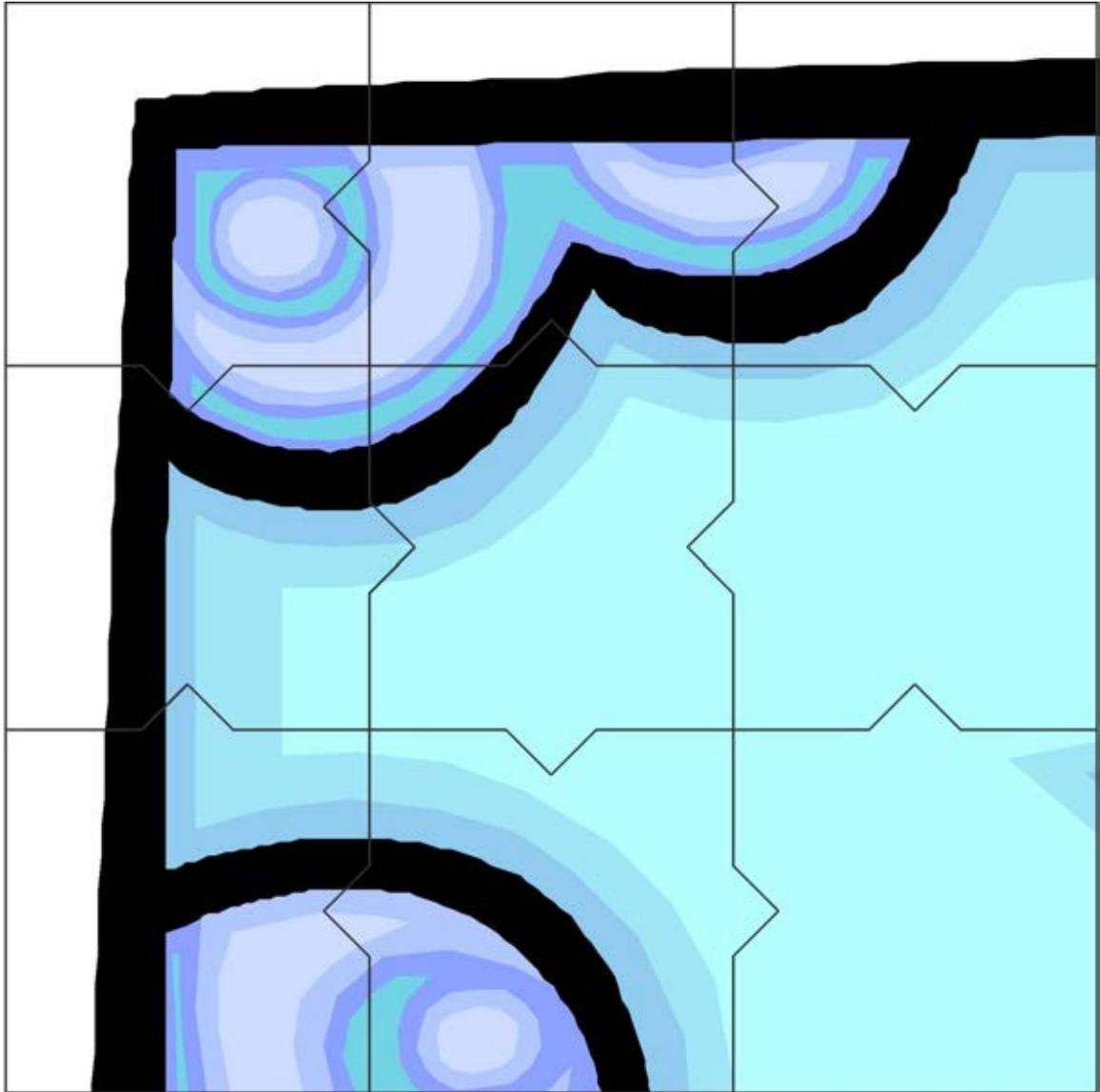
### **REFERENCES**

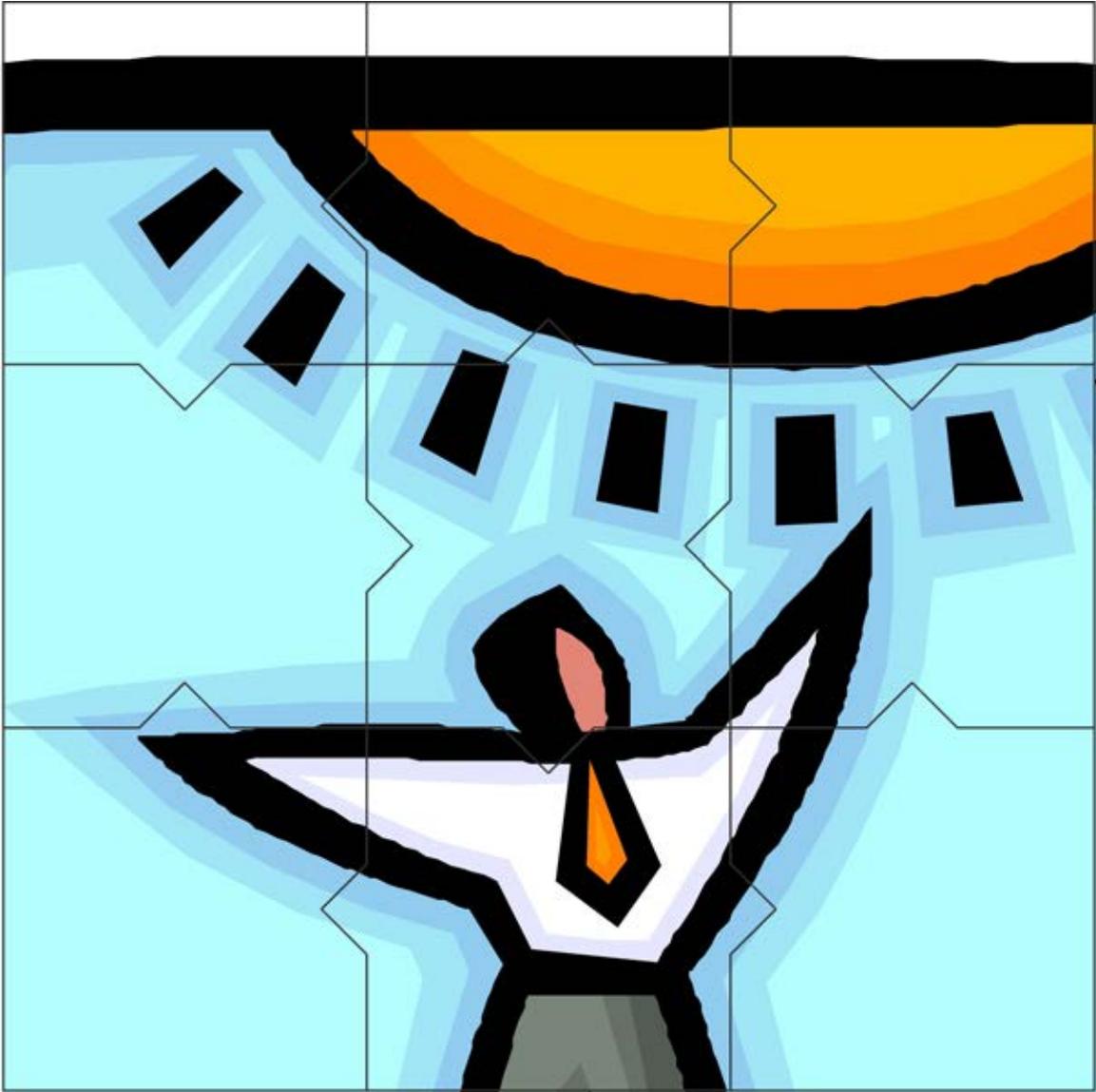
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C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.

C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

**PUZZLES**





**CHAPTER 4**

**PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 1**

**EO MX04.01 – PARTICIPATE IN 60 MINUTES OF MODERATE- TO VIGOROUS-INTENSITY  
PHYSICAL ACTIVITY (MVPA) AND TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Review the warm-up and cool-down located at Annexes A and B.

Select a Cardio Activity for TP 1 as per Annex C.

Assign instructors for Learning Stations 1, 2, 3, and 4 located at Annexes D, E, F and G respectively.

Photocopy the Physical Activity Tracker located at Annex H for each cadet.

Gather the required resources:

- Activity posters / tape / whistle or Instructor Guide / stopwatch as per selected cardio activity,
- Music and music player,
- *Canadian Physical Activity Guidelines for Youth* located at Annex D, Appendix 1 (one copy per Phase One cadet),
- *Canadian Sedentary Behaviour Guidelines* located at Annex D, Appendix 2 (one copy per Phase One cadet),
- The Three Components of Physical Fitness located at Annex D, Appendix 3 (one copy),
- *Eating Well with Canada's Food Guide* (one copy per Phase Two team),
- Chairs (one per Phase Three cadet),
- Flipchart paper (one sheet per Phase Three team),
- Pens / pencils,
- Markers (one per Phase Three team),
- Healthy Lifestyle Tool Belt handout located at Annex G, Appendix 1 (one copy per Phase Four cadet), and
- Physical Activity Tracker located at Annex H (one per cadet).

Cut out the Three Components of Physical Fitness, so the three components are separated.

Create the Jeopardy Game Board for Learning Station 2.

### **PRE-LESSON ASSIGNMENT**

Nil.

### **APPROACH**

A practical activity was chosen for TP 1 as it is a fun and interactive way to stimulate interest in physical activities.

An in-class activity was chosen for TPs 2 and 4 as it is a fun and interactive way to stimulate interest in personal fitness and healthy living and in ways to improve participation in physical activity.

An interactive lecture was chosen for TP 3 to orient the cadets to the Physical Activity Tracker requirements.

---

## **INTRODUCTION**

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### **REVIEW**

Nil.

### **OBJECTIVES**

By the end of this session the cadets shall have participated in 60 minutes of MVPA, have participated in a personal fitness and healthy living learning station, and have learned the requirements for tracking MVPA time over a four-week period.

### **IMPORTANCE**

It is important for cadets to participate in this lesson as it will give them tools to be more active and to track their participation in physical activity. Tracking participation in physical activities will make them aware of how much time they spend being physically active. Becoming more physically active and less sedentary will help cadets avoid long-term health issues related to inactivity.

---

**Teaching Point 1****Have the cadets participate in 60 minutes of MVPA.**

Time: 60 min

Method: Practical Activity

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---

**BACKGROUND KNOWLEDGE**

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**THE WARM-UP****Purpose of a Warm-Up**

A warm-up session is composed of light cardiovascular exercises and stretches designed to:

- gradually increase respiratory action and heart rate;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.

The warm-up prepares the cardiovascular system for the physical activity. It is composed of activities such as brisk walking, light jogging, or simple games that elevate the heart rate. As a guide, allow 10 minutes to warm up for every hour of physical activity.

**THE COOL-DOWN****Purpose of a Cool-Down**

A cool-down is composed of light cardiovascular exercises and stretches designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.

**Guidelines for Stretching**

The following guidelines should be followed while stretching:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.

---

**ACTIVITY**

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1. Conduct a warm-up as per Annex A.
2. Conduct the selected Cardio Activity for all cadets in Training Levels 1–4 as per Annex C.
3. Conduct the cool-down as per Annex B.

**Teaching Point 2****Have the cadets participate in learning stations.**

Time: 20 min

Method: In-Class Activity

1. Divide the cadets into their training levels.
2. Conduct the four learning stations concurrently, as per Annexes D, E, F, and G:
  - (a) Phase One / Green Star / Proficiency Level One: *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*,
  - (b) Phase Two / Red Star / Proficiency Level Two: Nutrition,
  - (c) Phase Three / Silver Star / Proficiency Level Three: Stress, and
  - (d) Phase Four / Gold Star / Proficiency Level Four: Healthy Lifestyle Tool Belt.

**Teaching Point 3****Explain Physical Activity Tracker requirements.**

Time: 5 min

Method: Interactive Lecture



Distribute the Physical Activity Tracker located at Annex H.

**PHYSICAL ACTIVITY TRACKER REQUIREMENTS**

- Phases One and Two / Green and Red Stars / Proficiency Levels One and Two: Track participation in MVPA over a period of four consecutive weeks;
- Phase Three / Silver Star / Proficiency Level Three: achieve a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks;
- Phase Four / Gold Star / Proficiency Level Four: achieve a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks; and
- Phase Five / Master Cadet / Proficiency Level Five: achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.

**Teaching Point 4****Conduct an activity on strategies to improve participation in physical activities.**

Time: 5 min

Method: In-Class Activity

**ACTIVITY**

1. Ask the cadets: What strategies can you use to improve participation in physical activity?
2. Allow two minutes for cadets to individually list as many strategies as they can.
3. Ask the cadets to share items they have listed and explain why they are strategies for them.



Examples of strategies to improve participation in physical activities include:

- identifying enjoyable activities;
- finding an activity partner;
- tracking progress;
- joining a community or school recreational program;
- setting goals;
- trying a new physical activity;
- building physical activity into daily routine; and
- planning for physical activity.

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## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to participate in moderate- to vigorous-intensity physical activity as it will help them meet the *Canadian Physical Activity Guidelines*. Additionally, participating in personal fitness and healthy living learning stations will help them gain knowledge and skills that they can use throughout their lives.

### INSTRUCTOR NOTES / REMARKS

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five cadets may complete leadership assignments, such as leading or supervising individual learning stations, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

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## REFERENCES

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Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>

Health Canada. (2013). *Physical Activity*. Retrieved from: <http://www.hc-sc.gc.ca/hl-vs/physactiv/index-eng.php>

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## WARM-UP

### WARM-UP MOVEMENTS

1. Have the cadets get into a formation (eg, circle or half-circle) so they can all see the instructor.
2. Demonstrate and have the cadets complete the movements below for 30 seconds each.



Focus more on full range of motion of joints and muscles (and less on stretching).

3. Have the cadets complete continuous cardiovascular movements (eg, jogging, fast walking or skipping) for five minutes.

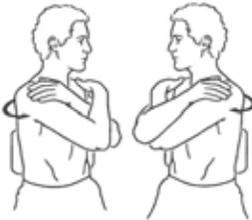
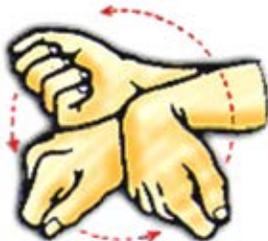
<p>1.</p>  <p><b>Jumping Jacks</b></p>	<p>2.</p>  <p><b>Butt Kicks</b></p>	<p>3.</p>  <p><b>High Knee Grab</b></p>
<p>4.</p>  <p><b>Hip Rotations</b></p>	<p>5.</p>  <p><b>Jumping Squats</b></p>	<p>6.</p>  <p><b>Trunk Rotations</b></p>
<p>7.</p>  <p><b>Shoulder Rotations</b></p>	<p>8.</p>  <p><b>Wrist Rotations</b></p>	<p>9.</p>  <p><b>Ankle Rotations</b></p>

Figure A-1 Instructor Guide

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 <p>Figure A1-1 Jumping Jacks</p>	<p>Stand with your hands by your sides. Jump up, swing your arms up to meet above your head while spreading your feet shoulder width apart and landing softly back on the ground.</p> <p>Jump back into the starting position.</p> <p>Repeat the alternating jumps continuously.</p>
 <p>Figure A1-2 Butt Kicks</p>	<p>Jog in place while trying to touch your buttocks with your heels.</p>
 <p>Figure A1-3 High Knee Grab</p>	<p>Keeping your body straight, bring one knee up to your chest, holding it in place with your hands for 5 seconds.</p> <p>Return to the standing position, and repeat with the other knee.</p> <p>Continue alternating between both knees.</p>



Figure A1-4 Hip Rotations

Keep your shoulders square and centered over your feet, with feet planted on the floor.

Place your hands on your hips and rotate your hips in a clockwise direction in large circles. Change direction after 15 seconds.



Figure A1-5 Jumping Squats

Bend your knees to a sitting position (don't let your knees go past your toes), then jump up. Land lightly on the balls of your feet. Keep your back straight throughout the exercise.

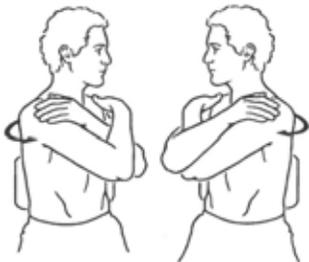


Figure A1-6 Trunk Rotations

Cross your arms over your chest and rotate slowly in one direction until you feel the stretch. Be careful not to over extend this movement.

Alternate between both sides.



Figure A1-7 Shoulder Rotations

Slowly swing your arms forward in small circles, gradually getting larger.

Repeat in the other direction.

 <p>Figure A1-8 Wrist Rotations</p>	<p>Rotate both hands in circular motions at the wrist. Rotate in both directions.</p>
 <p>Figure A1-9 Ankle Rotations</p>	<p>Keeping your foot off the floor, rotate your foot in one direction, and then the opposite direction. Switch and repeat on the opposite side.</p>

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## COOL-DOWN

### ACTIVITY INSTRUCTIONS

1. Have the cadets get into a formation (eg, circle, half-circle) so they can all see the instructor.
2. Have the cadets complete the following movements. Supervise and correct technique as required.

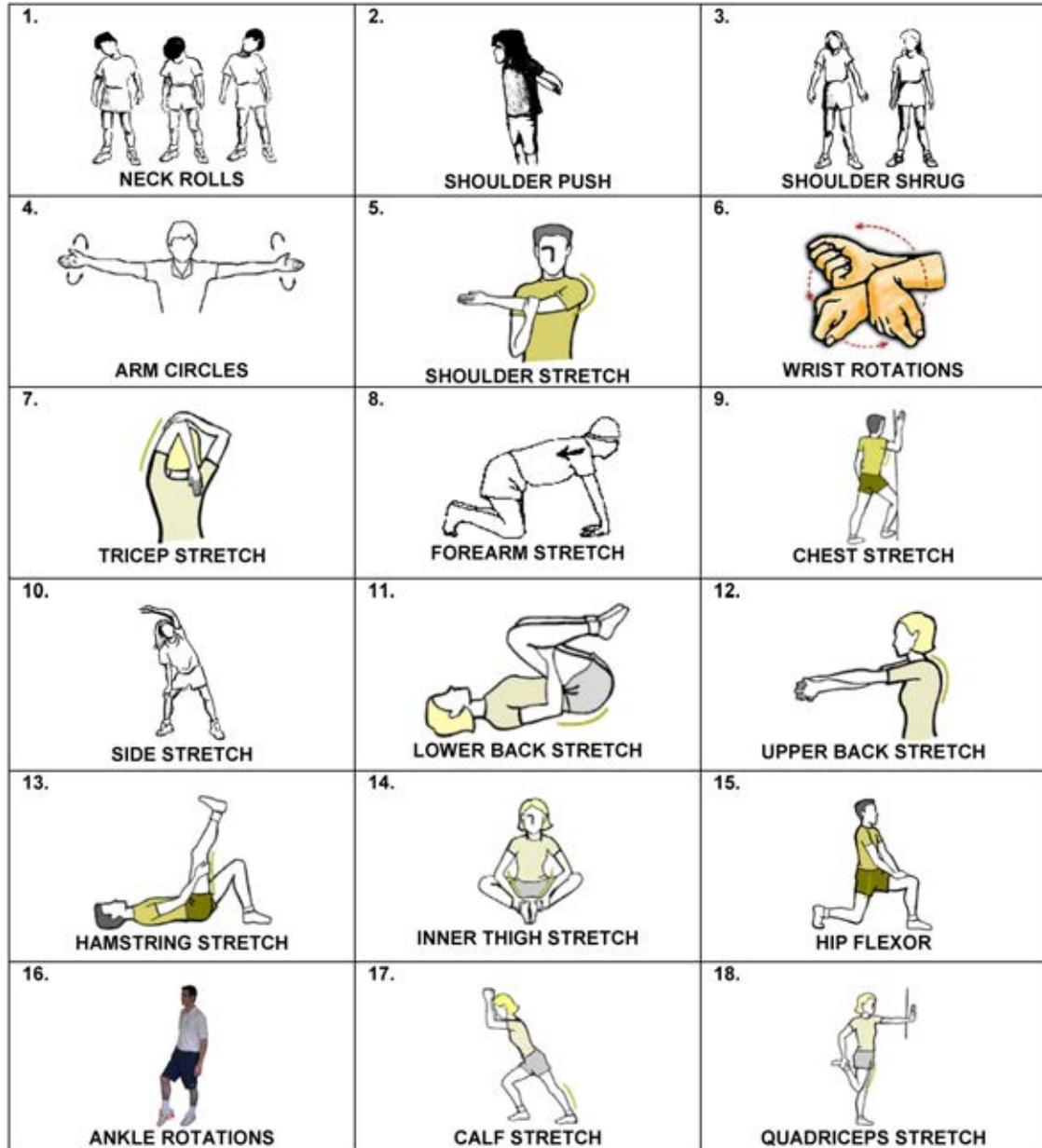


Figure B-1 Instructor Guide

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**SAMPLE STRETCHES**

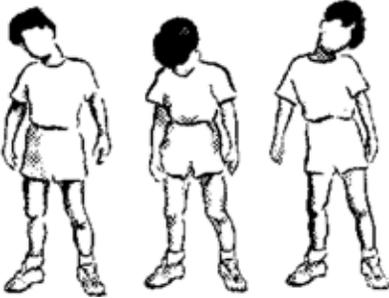
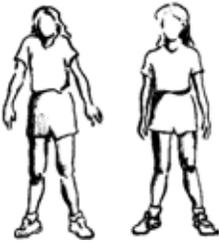
 <p>Figure B1-1 Neck Stretch</p>	<p>Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
 <p>Figure B1-2 Shoulder Push</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.</p>
 <p>Figure B1-3 Shoulder Shrug</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.</p>
 <p>Figure B1-4 Arm Circles</p>	<p>Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.</p>



Figure B1-5 Shoulder Stretch

Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-6 Wrist Rotations

Rotate your hands in circular motions at the wrist.

Change direction and repeat on both sides.



Figure B1-7 Triceps Stretch

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-8 Forearm Stretch

In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.

Hold this position for a minimum of 10 seconds.



Figure B1-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-10 Side Stretch

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees.

Hold this position for a minimum of 10 seconds.

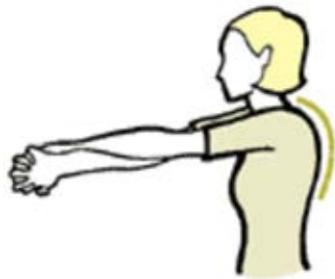


Figure B1-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other.

With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands.

Hold this position for a minimum of 10 seconds.



Figure B1-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.



Figure B1-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-16 Ankle Rotations

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.

Switch and repeat on the opposite side.



Figure B1-17 Calf Stretch

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure B1-18 Quadriceps Stretch

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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## CARDIO ACTIVITY OPTION 1: CIRCUIT TRAINING

**OBJECTIVE:** This activity is designed to raise awareness of exercises that can be used to achieve sustained moderate- to vigorous-intensity physical activity.

**TIME:** 40 min

**TRAINING LEVEL:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Select 10 stations from the ones provided at Appendix 1.



Suggested circuits include:

- Stations 1–10;
- Stations 11–20; or
- Stations 21–30.

- Review the selected stations' descriptions located at Appendix 2.
- Assign an instructor and a demonstrator to this activity.
- Gather the required resources:
  - Activity posters for each of the selected stations located at Appendix 1,
  - Tape,
  - Stopwatch,
  - Whistle, and
  - Music.
- Prepare the circuit layout by taping activity posters in numerical order on the wall, at intervals, in a clockwise direction.
- Prepare the demonstrator by reviewing the activity stations and ensuring the demonstrator is using proper technique.

**ACTIVITY INSTRUCTIONS:**

1. Complete a "walk about" of the 10 stations, explaining the activity at each station to the cadets and highlighting the importance of proper technique while the demonstrator demonstrates the activity. Depending on the size of the corps / squadron this can be done as:
  - (a) one group with one instructor and one demonstrator,
  - (b) five groups with five instructors and five demonstrators, or
  - (c) ten groups with ten instructors and ten demonstrators.
2. Divide the cadets into 10 equal groups.
3. Give the cadets the following instructions:
  - (a) each station is 45 seconds with the start and stop time indicated by a whistle blow,
  - (b) 15 seconds to get to the next station,
  - (c) circuit will be done three times, and

- (d) one minute rest and rehydration after the first and second completion of the circuit.
- 4. Supervise the cadets as they participate in the activity, correcting technique and providing encouragement.

## CARDIO ACTIVITY OPTION 2: INSTRUCTOR-LED TRAINING

**OBJECTIVE:** This activity is designed to raise awareness of exercises that can be used to achieve sustained moderate- to vigorous-intensity physical activity.

**TIME:** 40 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

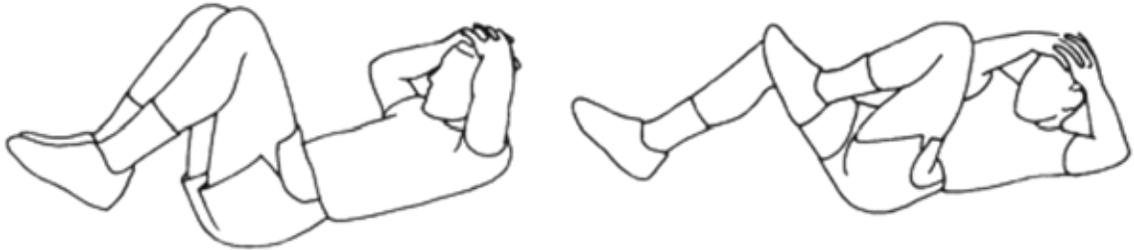
- Assign an instructor to this activity. The instructor must be capable of leading a physical activity session. Recommended: Basic Fitness and Sports Course or Fitness and Sports Instructor Course cadet.
- Select one of the following options:
  - 1 round of (12 exercises x 3 min each) = 36 min
  - 2 rounds of (12 exercises x 1.5 min each) = 36 min
  - 3 rounds of (12 exercises x 1 min each) = 36 min
  - A combination of timings per exercise that totals 36 min
- Select one of the suggested Instructor Guide located at Appendix 3.
- Review the selected stations' descriptions located at Appendix 2.
- Gather the required resources:
  - Selected Instructor Guide located at Appendix 3,
  - Stopwatch, and
  - Music.

### ACTIVITY INSTRUCTIONS:

1. Have the cadets spread out so that they have room to move.
2. Using the Instructor Guide, lead the cadets through the list of 12 physical activities, as per selected option above.
3. Provide water breaks and rest breaks between rounds, or as required.
4. Supervise, correct technique and provide encouragement throughout.

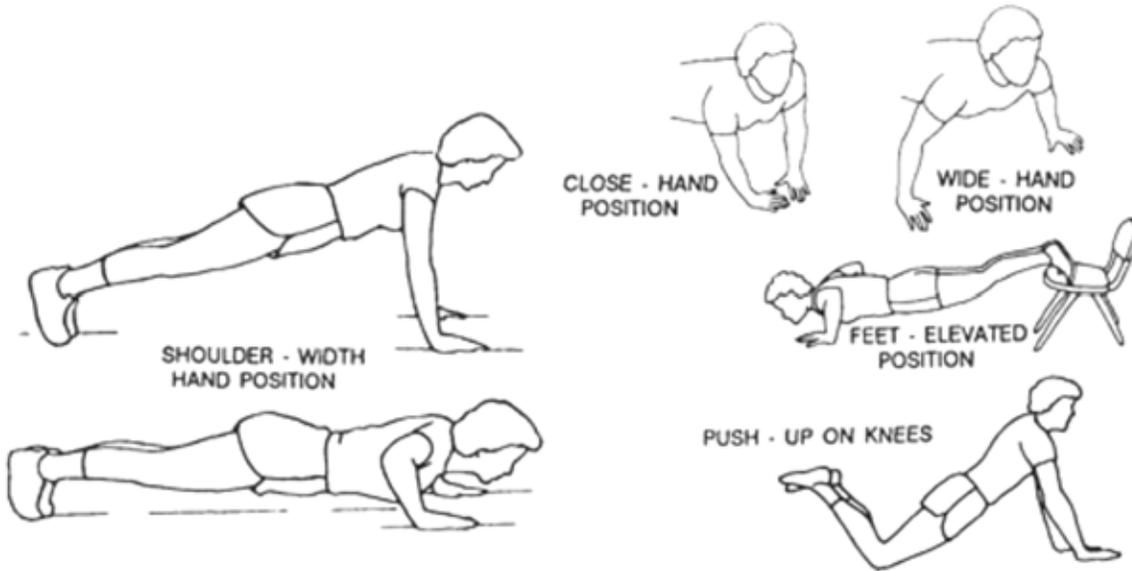
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## STATION 1: BICYCLE LEGS



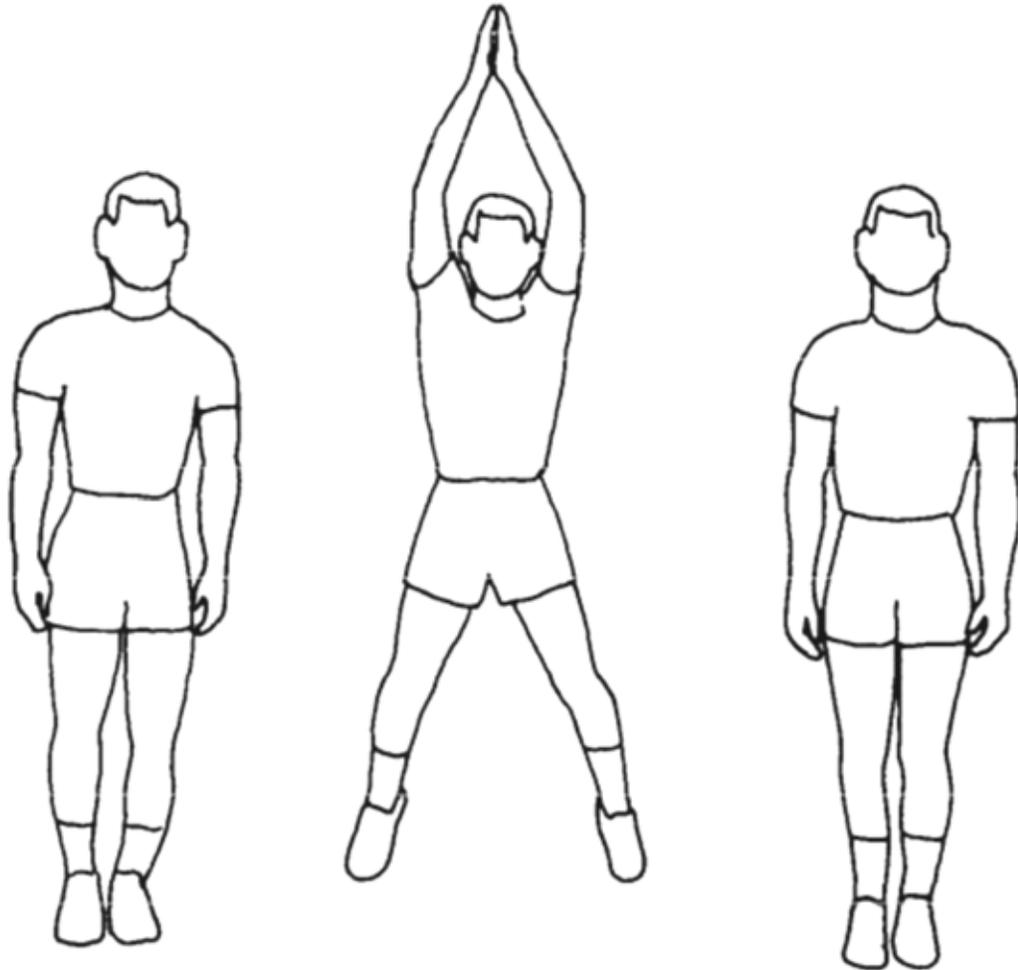
	<p>Keep core tight to protect your back. Do not pull on your head with your hands.</p>
↓ challenge	Place your hands on the floor beside your hips to help balance.

## STATION 2: PUSH-UPS



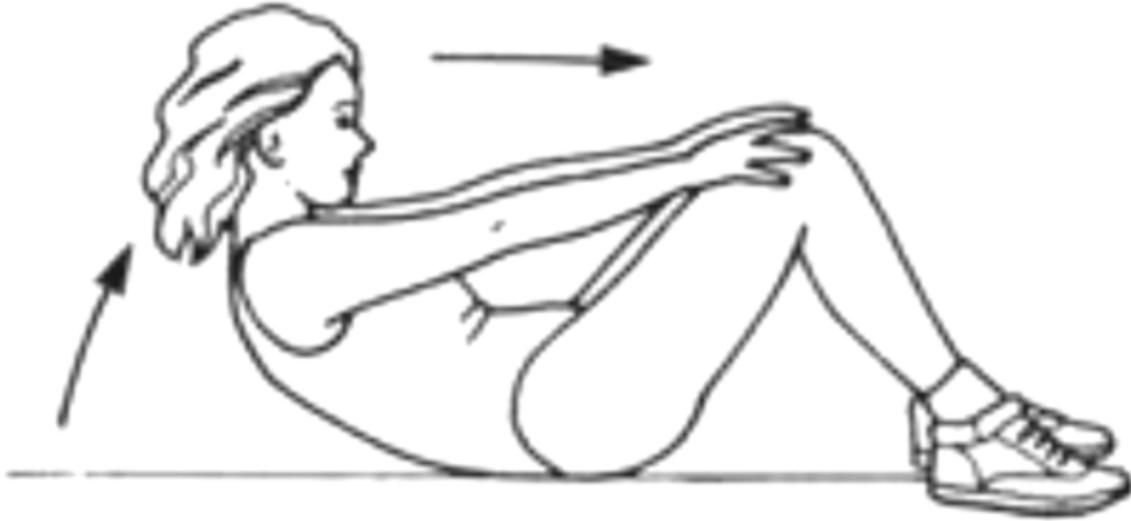
	Keep your body in a straight line.
↓ challenge	Place your knees on the floor.
↑ challenge	Move your hands closer together.

## STATION 3: STAR JUMPS



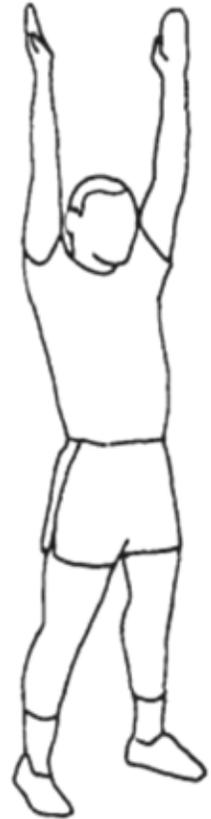
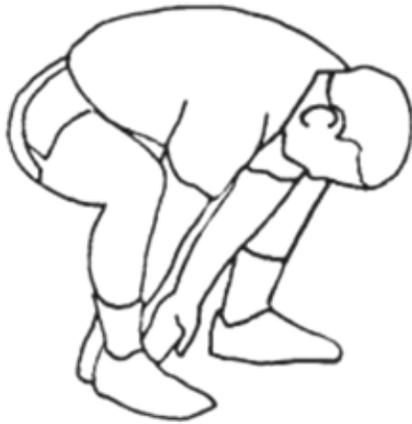
	Land with your knees slightly bent.
↓ challenge	Step between movements instead of jumping.

## STATION 4: CURL-UPS



	Keep lower back and feet on the floor.
↓ challenge	Move your feet closer to your buttocks.
↑ challenge	Move your feet away from your buttocks.

# STATION 5: FROG JUMPS



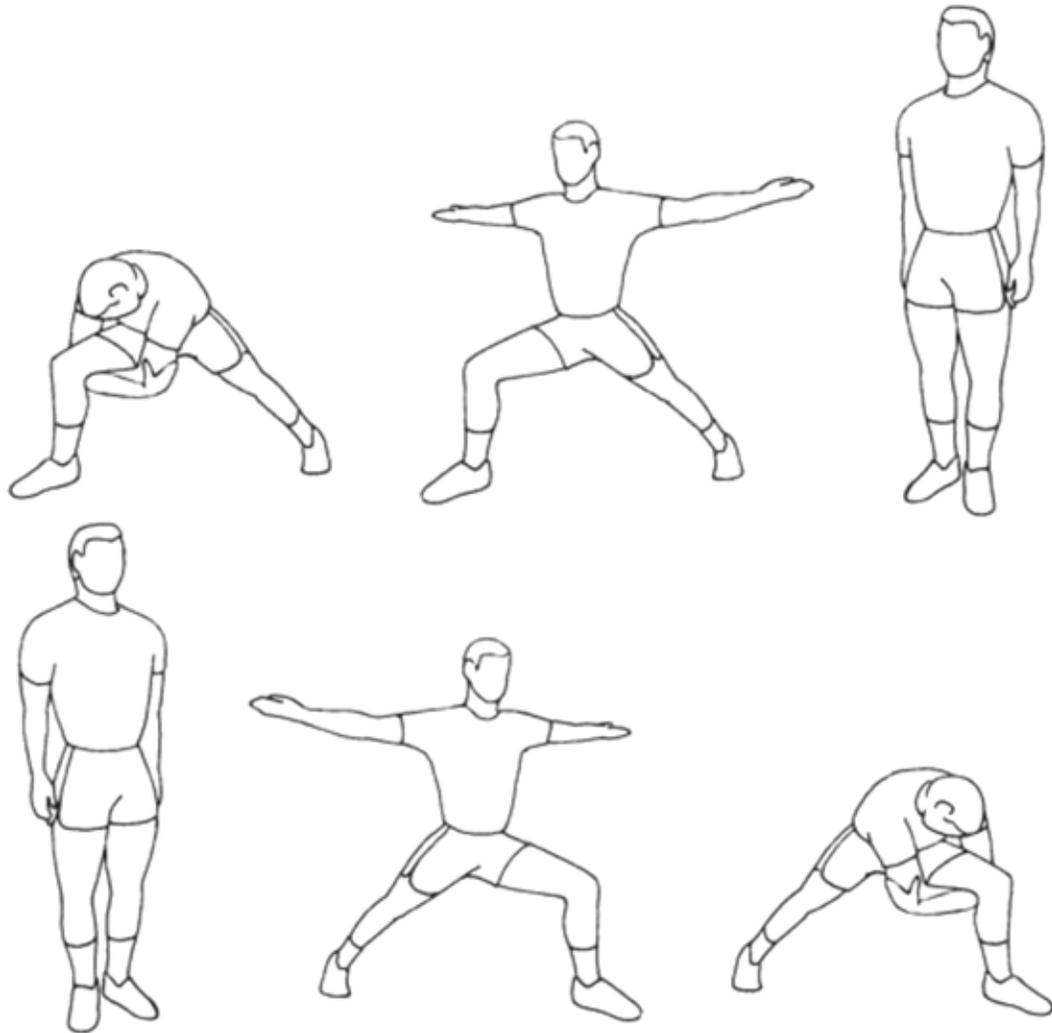
	Keep knees slightly over toes and feet shoulder width apart for balance. Land lightly.
↓ challenge	Remove the jump.
↑ challenge	Increase the height of your jump.

## STATION 6: SWIMMER



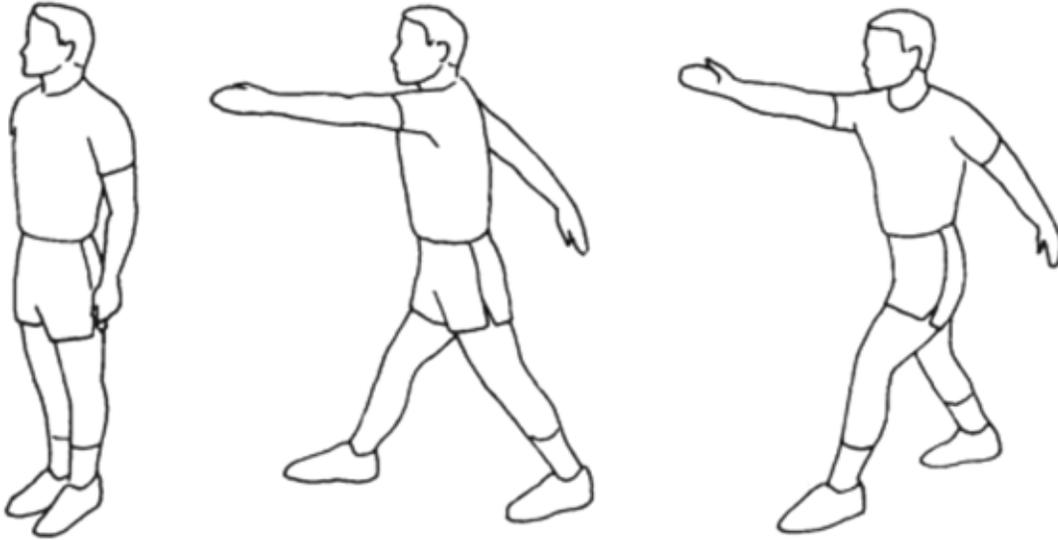
Keep your core tight to protect your back.

# STATION 7: REACHING LUNGES



	Keep your posture straight to protect your back.
↓ challenge	Remove reach movement.
↑ challenge	Replace with alternating jump lunges.

## STATION 8: CROSS COUNTRY SKIER



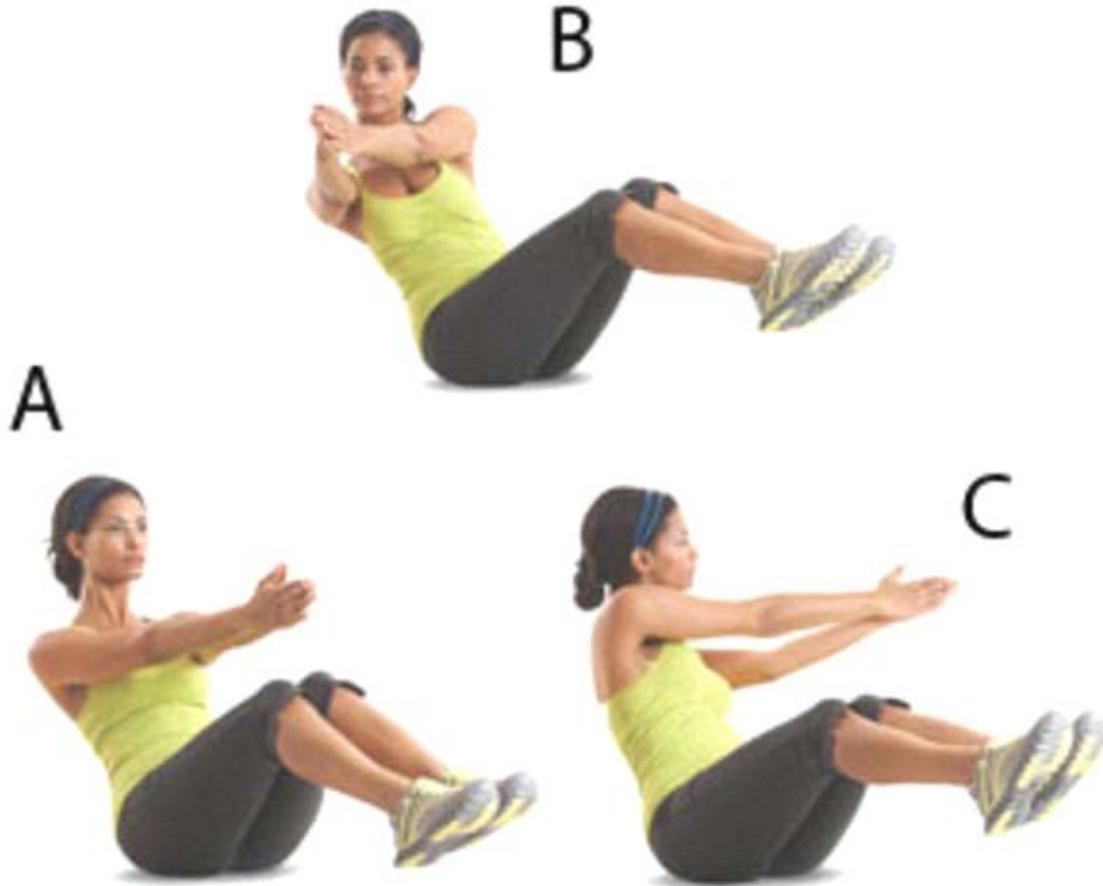
	Land lightly between jumps.
↓ challenge	Step instead of jumping in between positions.

# STATION 9: BURPEES



	Keep core tight in plank position to protect your back.
↓ challenge	Stand up instead of jumping. Walk your feet to and from the plank position.
↑ challenge	Add a push-up from the plank position.

## STATION 10: SEATED TWISTS



	Keep shoulders and posture straight to protect your back.
↓ challenge	Place feet on the floor for balance.
↑ challenge	Straighten arms and legs.

# STATION 11: MOUNTAIN CLIMBER



	Keep head up for safety.
↓ challenge	Step movements instead of jumping. Lower tempo.

## STATION 12: ALTERNATING TS



	Keep core tight to protect your back.
↓ challenge	Balance on bent forearm and one knee.
↑ challenge	Lift top leg up and hold.

## STATION 13: SPIDERMAN PUSH-UPS



	Keep straight line from head to knees.
↓ challenge	Regular push-ups.

## STATION 14: LATERAL JUMPS



	Land lightly.
↓ challenge	Step instead of jumping.

## STATION 15: FRONT KICK LUNGES



	Keep knees slightly bent while kicking.
↓ challenge	Touch knee instead of toes.

## STATION 16: ALTERNATING CANOE STROKES



Keep core tight to protect your back.

## STATION 17: JUMPING HIGH KNEES



Keep posture straight to protect your back.

# STATION 18: OVER THE TOP



Keep shoulders square, and back straight.

↑ challenge

Lift foot high off the floor with straightened leg.

# STATION 19: SQUAT JUMPS



	Keep back straight. Land lightly.
↓ challenge	Remove the jump.

## STATION 20: DONKEY KICKS



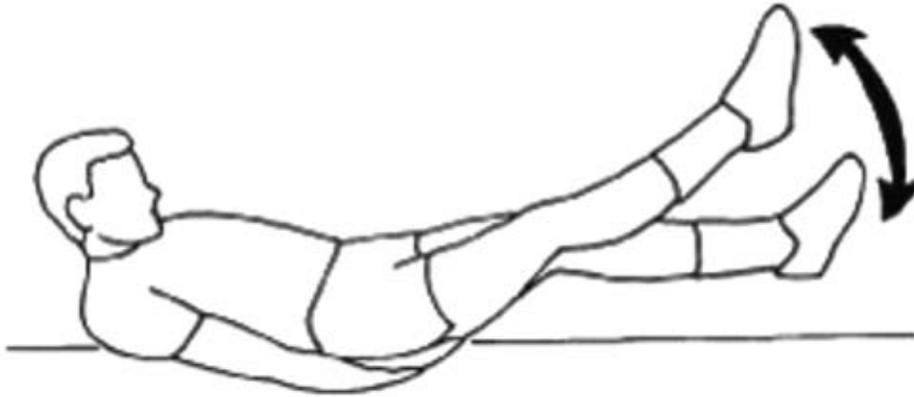
Keep core tight.

## STATION 21: ALTERNATING JUMP LUNGES



	Keep back straight.
↓ challenge	Step instead of jumping.

## STATION 22: FLUTTER KICK



Keep lower back on the floor.

## STATION 23: HIGH KNEE BRIDGE



	Keep head and shoulders against the floor.
↓ challenge	Remain in bridge position.

## STATION 24: ALTERNATING BRIDGE



	Keep straight line from head to knees.
↓ challenge	Place knees on the floor. Continue the exercise.

# STATION 25: WINDMILL JUMPING LUNGES



	Land lightly. Keep front knee behind the toes.
↓ challenge	Hands to knee.

## STATION 26: HIGH KNEE SMASH



Keep your back straight.

↓ challenge

Hand to knee instead.

## STATION 27: ALTERNATING LEG REACH



Keep back straight and hips square.  
Keep supporting knee slightly bent.

## STATION 28: LEG SWOOP



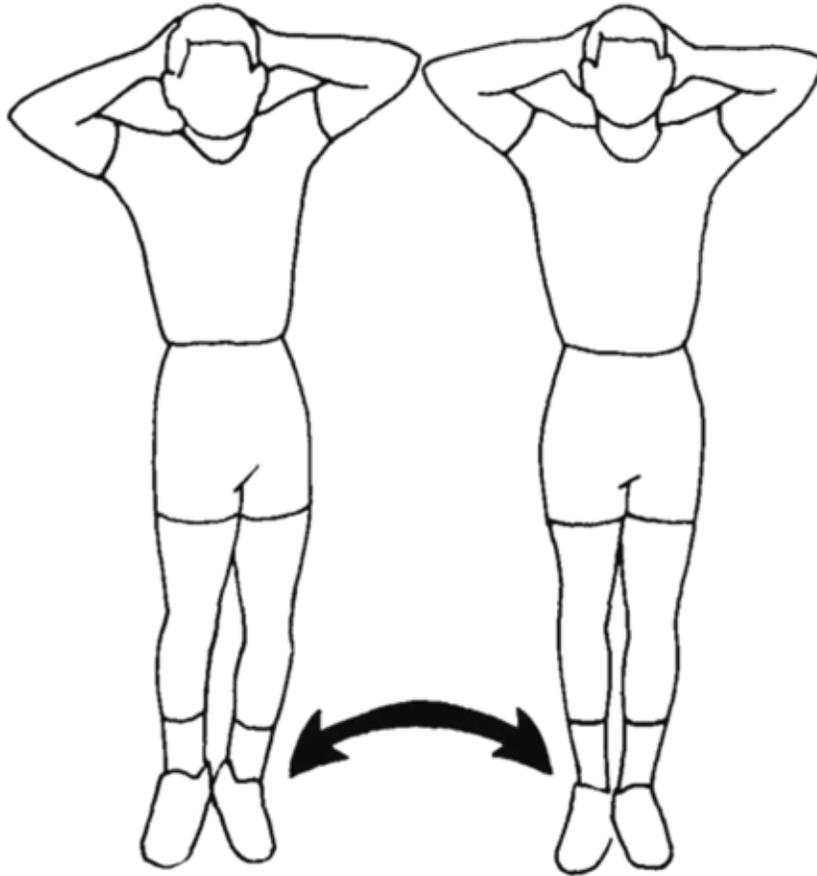
Control your movement at all times.

## STATION 29: SKATER'S CRUNCH



	Keep core tight.
↓ challenge	Step instead of jumping.

## STATION 30: SLALOM JUMPS



	<p>Keep your back straight. Land lightly.</p>
↓ challenge	Step between movements instead of jumping.
↑ challenge	Increase the tempo.

Stations	Instructions
Station 1: Bicycle Legs	Lie on your back. Lift your legs off the floor and put your hands on your head. Alternate bringing your left knee to your right elbow, and your right knee to your left elbow.
Station 2: Push-ups	As per CATO 14-18, Cadet Fitness Assessment and Incentive Program.
Station 3: Star Jumps	Stand with your feet together and your arms by your side. In one motion, jump up while attempting to touch your hands above your head and splitting your legs apart, and then bring your body back to the original position before landing on the ground.
Station 4: Curl-ups	As per CATO 14-18, Cadet Fitness Assessment and Incentive Program, or with your hands on your knees.
Station 5: Frog Jumps	Feet shoulder-width apart, squat as low as you feel comfortable. (This may mean as far as having your buttocks close to the ground.) While in the squat position, touch the ground with your fingers. Then, explode upwards and reach your hands into the air. Land lightly and repeat.
Station 6: Swimmer	Lie on your stomach. Lift straight arms and legs in the air and alternate lifting left arm / right leg, and right arm / left leg. Keep your head close to the ground during the exercise.
Station 7: Reaching lunges	From the standing position, lunge to the right with your right leg, with your arms out straight at shoulder level, and your back straight. Ensure your right knee remains behind your toes as you get into position. Then, grab your right thigh with your arms. Release, and come back to the initial position. Repeat on the left side. Alternate between both sides.
Station 8: Cross country skier	Jump up so that your left foot and right arm are in front of your body. Switch your feet and arms. Repeat. Land lightly between jumps.
Station 9: Burpees	From the standing position, kneel and put your hands on the ground. Explode into the push-up position. Explode back into the kneeling position. Jump up in the air, with your arms up. Repeat.
Station 10: Seated Twists	Sit on the ground, and get into a V position. Lift your feet off the floor and then extend your arms in front of you, so that they are at a 90 degree angle with your body. Keeping your arms straight, alternate pointing your hands to the left and to the right. The speed of the movement should be slow and controlled. Keep your core tight.
Station 11: Mountain Climber	Get into a push-up position. Bring the left foot up, so your left knee is by your chest. In one movement, bring your left foot to the back while moving your right foot to the front. Keep alternating between movements. Keep your back straight and your buttocks down.
Station 12: Alternating Ts	Balance your body with your right arm and the outside of your right foot. Lift your right arm straight into the air. Then, smoothly move into a plank position, and keep turning until you balance on the left arm and the outside of the left foot. Repeat from one side to the other.
Station 13: Spiderman push-ups	Get into a push-up position. As you are going down into the push-up, bring one leg up, on the outside, so that the knee of that leg lifts up towards the elbow. On the way up, bring the leg back into place. Alternate between legs.

Stations	Instructions
Station 14: Lateral jumps	Stand on one leg, with the knee slightly bent. Using your arms for momentum, jump in the air, and land on the other leg. Repeat from side to side.
Station 15: Front kick lunges	Move your right foot back, to get into a lunge position. Ensure that the knee that is in front stays behind your toes. Touch your right fingers on the floor by your front toes. When you get up, kick forward with the foot that was behind. Keep kicking with the same foot for half of the time. Then repeat with the other leg for the remainder of the time.
Station 16: Alternating Canoe Strokes	Stand with your legs slightly wider than your shoulders, feet pointing towards the outside. Put your hands together, and in a smooth motion, move them from left to right, as if you were canoeing. The speed of the movement should be slow and controlled. Specific attention should be placed on keeping the core tight.
Station 17: Jumping High Knees	With your arms up, fists in front of your shoulders, run on the spot, while bringing your knees up. Land lightly between movements.
Station 18: Over the Top	Stand with your legs wider than your shoulders, knees bent, and feet pointing towards the outside. Put your hands together by your hips. In a quick motion straighten your legs and extend your arms (still linked at the hands) above your head. Come back to the original position, and alternate with the other side.
Station 19: Squat Jumps	Feet shoulder-width apart, squat down. Ensure your knees remain behind your toes as you squat. From that position, jump up in the air. Land lightly and repeat.
Station 20: Donkey Kicks	Get into the table position, on your hands and knees. Lift one knee off the floor, and while keeping it bent at a 90-degree angle, lift it up so your thigh becomes in-line with your back, and then bring it back to the other knee. Don't let it rest on the floor. Keep kicking with the same leg for half of the time. Then repeat with the other leg for the remainder of the time.
Station 21: Alternating Jump Lunges	From the standing position, jump into the lunge position. Ensure that the knee that is in front stays behind your toes. Then jump into the lunge position with your opposite leg in front. Keep alternating.
Station 22: Flutter Kick	Lie on your back. Lift your shoulders off the floor and place your hands under your buttocks. Lift your legs 10 cm off the floor. Keeping your legs straight, alternate moving your feet up and down without touching the floor.
Station 23: High Knee Bridge	Lie on your back. Place your hands by your sides and bring your feet close to your buttocks, so you can lift the bottom of your body on your heels. Get into the bridge position (knees at a 90-degree angle), and from there, alternate lifting the left and the right knees.
Station 24: Alternating Bridge	Get into the plank position. Simultaneously, lift your right arm and your left leg. Get back into the original position, and then lift your left arm and your right leg. Keep alternating.
Station 25: Windmill Jumping Lunges	Take a side step on the right with the right leg and bend down to touch your right toes with your left hand. Jump up into the same position on the left side. Bend down to touch your left toes with your right hand. Repeat. Keep your back straight throughout the exercise.

<b>Stations</b>	<b>Instructions</b>
Station 26: High Knee Smash	Stand up with your right arm up. In a quick motion, bring your left knee up to meet with your right elbow. Bring the knee back down and repeat for half of the time. Then repeat with the other leg for the remainder of the time.
Station 27: Alternating Leg Reach	From the standing position, lean forward with your hands forward and lift one leg up. Get back into the original position and repeat with the other leg. The speed of the movement should be slow and controlled. Keep the core tight.
Station 28: Leg Swoop	From the push-up position, extend one leg to its opposite side. Get back into the original position. Repeat with the other leg. Keep alternating.
Station 29: Skater's Crunch	With your arms up, fists in front of your shoulders, put your weight on your left leg. Simultaneously, bring your right leg behind, extending past your body on the left side. Jump into the same position on the right side. Keep alternating.
Station 30: Slalom jumps	Stand up and put your hands behind your head. Keeping your feet together, jump from one side to the other.

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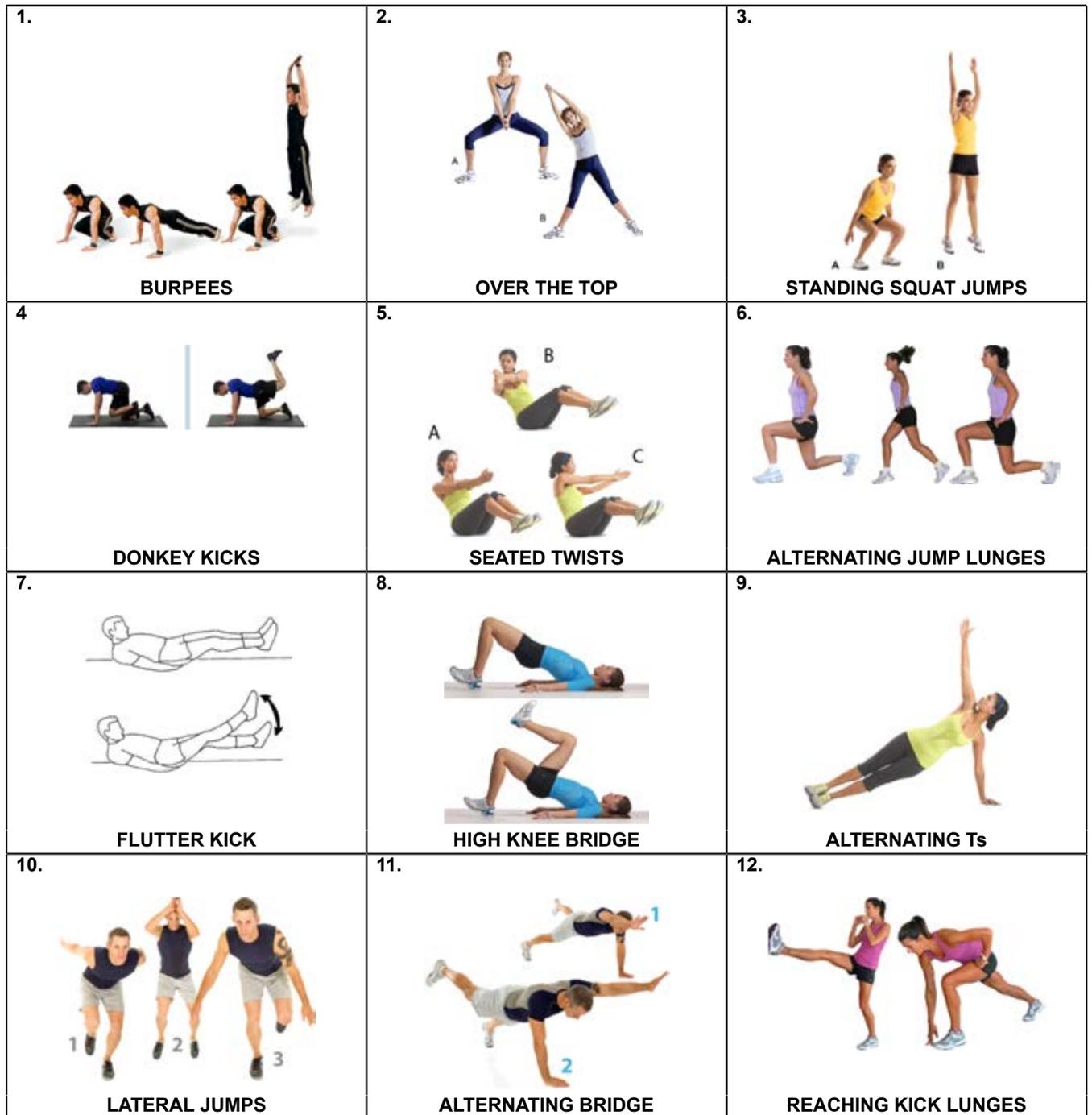


Figure C3-1 Instructor Guide, Option 1

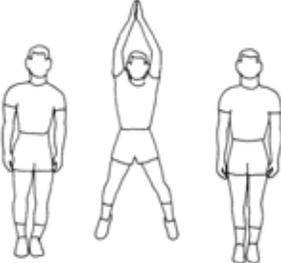
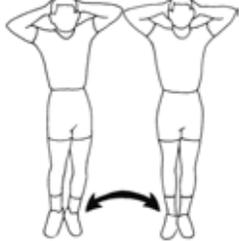
<p>1.</p>  <p><b>MOUNTAIN CLIMBER</b></p>	<p>2.</p>  <p><b>BICYCLE LEGS</b></p>	<p>3.</p>  <p><b>SQUAT JUMPS</b></p>
<p>4.</p>  <p><b>WINDMILL JUMPING SIDE LUNGES</b></p>	<p>5.</p>  <p><b>STAR JUMPS</b></p>	<p>6.</p>  <p><b>HIGH KNEE SMASH</b></p>
<p>7.</p>  <p><b>ALTERNATING LEG REACH</b></p>	<p>8.</p>  <p><b>LEG SWOOP</b></p>	<p>9.</p>  <p><b>SPIDERMAN PUSH-UPS</b></p>
<p>10.</p>  <p><b>SKATER'S CRUNCH</b></p>	<p>11.</p>  <p><b>SLALOM JUMPS</b></p>	<p>12.</p>  <p><b>REACHING KICK LUNGES</b></p>

Figure C3-1 Instructor Guide, Option 2

## LEARNING STATION 1: CANADIAN PHYSICAL ACTIVITY GUIDELINES AND CANADIAN SEDENTARY BEHAVIOUR GUIDELINES

**OBJECTIVE:** This activity is designed to raise awareness of the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines for Youth*, moderate-to-vigorous-intensity activities, and the three components of fitness.

**TIME:** 20 min

**TRAINING LEVEL:** 1

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Gather the required resources:
  - *Canadian Physical Activity Guidelines for Youth* located at Appendix 1 (one copy per cadet), and
  - *Canadian Sedentary Behaviour Guidelines for Youth* located at Appendix 2 (one copy per cadet).
- Cut out the Three Components of Physical Fitness located at Appendix 3 and post on the wall.

### ACTIVITY INSTRUCTIONS:

1. Distribute one copy of the *Canadian Physical Activity Guidelines for Youth* to each cadet.
2. Give the cadets three minutes to review the *Canadian Physical Activity Guidelines for Youth*. Ask cadets the following questions:
  - (a) How much moderate- to-vigorous-intensity physical activity should you do daily? (60 min)
  - (b) How often should you do vigorous-intensity activity per week? (3 times)
  - (c) How often in a week should you do activities that strengthen muscles and bones? (3 days per week)
  - (d) What activities can help strengthen muscles and bones? (Examples include planks, curl ups, sit ups, push ups, chin ups, lunges)
3. Explain the difference between moderate and vigorous intensity activity:
  - (a) Moderate-intensity activity will cause you to sweat a bit and breathe harder.
  - (b) Vigorous-intensity activity will cause you to sweat and be out of breath.
4. Point out the three cut-outs on the wall and ask the cadets to identify what they are. (They are the three components of physical fitness.) Explain that a balance of these is important to being physically fit.
5. Advise the cadets that they are now going to try three different activities so that they can feel the difference between moderate- and vigorous-intensity physical activity.
6. Tell the cadets that during the activity they should note when they are doing moderate-intensity activity and when it changes to vigorous-intensity activity. Tell the cadets the change in activity intensity will be different for each individual based on their current level of physical fitness.
7. Have the cadets participate in a six-minute period of activity (2 minutes of walking on the spot, 2 minutes of running on the spot, 2 minutes of jumping jacks).
8. Have the cadets reflect on the activity they have just completed. Suggested questions include:
  - (a) Could you tell when your activity intensity changed? How?
  - (b) Were you surprised at how soon the intensity changed?
  - (c) How often are you supposed to do vigorous-intensity activity?
9. Distribute a copy of the *Canadian Sedentary Behaviour Guidelines for Youth*.

10. Give the cadets three minutes to review the *Canadian Sedentary Behaviour Guidelines for Youth*. Ask the cadets the following questions:

- (a) What is sedentary behaviour? (A time when you are doing very little activity.)
- (b) What are the guidelines for youth for sedentary behaviour? (Minimize the time spent being sedentary each day. Limit recreational screen time to no more than 2 hours per day.)
- (c) What are some alternatives to sedentary behaviours? (Answers may vary. See table below.)

Some examples of alternatives to sedentary behaviour include:



- taking the stairs instead of taking the elevators;
- walking to someone's room and socializing instead of texting them;
- playing sports instead of watching them on television; or
- walking to school or riding a bicycle instead of taking the bus.

# Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

## Guidelines



For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

### Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

### Being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

### Parents and caregivers can help to plan their teen's daily activity. Teens can:

- Walk, bike, rollerblade or skateboard to school.
- Go to a gym on the weekend.
- Do a fitness class after school.
- Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding...

***Now is the time. 60 minutes a day can make a difference.***



[www.csep.ca/guidelines](http://www.csep.ca/guidelines)

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# Canadian Sedentary Behaviour Guidelines

FOR YOUTH - 12 – 17 YEARS

## Guidelines

For health benefits, youth aged 12–17 years should minimize the time they spend being sedentary each day. This may be achieved by



Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.



Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

### The lowdown on the slowdown: what counts as being sedentary?

Sedentary behaviour is time when teens are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

### Spending less time being sedentary can help teens:

- Maintain a healthy body weight
- Improve their self-confidence
- Do better in school
- Improve their fitness
- Have more fun with their friends
- Have more time to learn new skills

Cutting down on sitting down. Help teens swap sedentary time with active time!



**Now is the time for teens to get  
up and get moving!**

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**CARDIOVASCULAR  
ENDURANCE**

**MUSCULAR STRENGTH  
& ENDURANCE**

**FLEXIBILITY**

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## LEARNING STATION 2: NUTRITION JEOPARDY

**OBJECTIVE:** This activity is designed to raise awareness of proper portion amounts, daily recommended serving sizes, and how to use *Eating Well With Canada's Food Guide*.

**TIME:** 20 min

**TRAINING LEVEL:** 2

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Create the Jeopardy Game Board, as shown in Appendix 1.
- Make copies of *Eating Well With Canada's Food Guide* (one per four cadets) located at Appendix 3.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into teams of four.
2. Distribute a copy of *Eating Well With Canada's Food Guide* to each team.
3. Explain to the cadets that:
  - (a) The objective of the game is to answer questions correctly and accumulate money.
  - (b) The team that provides the correct answer can select the next question; questions are for all teams to try to answer.
  - (c) *Eating Well With Canada's Food Guide* may be used to find answers.
  - (d) When a team believes they have a correct answer, a cadet from their team must stand up.
  - (e) The first cadet to stand will attempt to answer the question. A correct answer will earn that team the amount of money allocated to that question. For an incorrect answer, that amount will be withdrawn from that team's total.
4. Start the game by reading any of the \$10 questions.
5. When a correct answer is given, read the explanation on the bottom of the question.
6. When all questions on the board have been answered, determine a winning team.
7. As time allows, have the cadets discuss what they have learned through participating in this activity.

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### JEOPARDY GAME BOARD

<b>VEGETABLES AND FRUIT</b>	<b>GRAIN PRODUCTS</b>	<b>MILK AND ALTERNATIVES</b>	<b>MEAT AND ALTERNATIVES</b>	<b>VARIOUS</b>
<b>\$10</b>	<b>\$10</b>	<b>\$10</b>	<b>\$10</b>	<b>\$10</b>
<b>\$20</b>	<b>\$20</b>	<b>\$20</b>	<b>\$20</b>	<b>\$20</b>
<b>\$30</b>	<b>\$30</b>	<b>\$30</b>	<b>\$30</b>	<b>\$30</b>
<b>\$40</b>	<b>\$40</b>	<b>\$40</b>	<b>\$40</b>	<b>\$40</b>
<b>\$50</b>	<b>\$50</b>	<b>\$50</b>	<b>\$50</b>	<b>\$50</b>

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Vegetables and Fruit

<b>Q: How many daily servings of vegetables and fruit do teens 14–18 require?</b>	<b>\$10</b>
A: They require 6–8 servings of vegetables and fruit.	
<b>Explanation.</b> Females require seven daily servings, while males require eight. Servings may be fresh, canned, frozen, dried, or even pureed.	
<b>Q: How many millilitres are in one serving of fruit juice?</b>	<b>\$20</b>
A: In one fruit juice serving, there are 125 ml. That is equivalent to ½ cup.	
<b>Q: When eating canned vegetables, what is one portion?</b>	<b>\$30</b>
A: One portion of canned vegetables is 125 ml. That is equivalent to ½ cup.	
<b>Explanation.</b> This amount also applies to fresh and frozen vegetables, cooked leafy vegetables, fresh, frozen, or canned fruits, as well as 100% juice.	
<b>Q: What two colours of vegetables should you eat each day?</b>	<b>\$40</b>
A: You should eat at least one dark green and one orange vegetable each day.	
<b>Q: What methods of cooking vegetables are recommended instead of deep fried?</b>	<b>\$50</b>
A: Enjoy vegetables steamed, baked or stir-fried instead of deep fried.	

Grain Products

<b>Q: How many daily servings of grain products do teens 14–18 require?</b>		<b>\$10</b>
A: They require 6–7 servings of grain products every day.		
<b>Explanation.</b> Females require six daily servings, while males require seven.		
<b>Q: How many slices of bread make up one serving of grain products?</b>		<b>\$20</b>
A: One slice of bread represents one serving of grain products.		
<b>Q: What percentage of your daily grain intake should be from whole grain?</b>		<b>\$30</b>
A: At least half of your grain products should be from whole grain each day.		
<b>Q: One cup of brown rice represents how many portions of grain products?</b>		<b>\$40</b>
A: One cup of rice is two portions of Grain Products.		
<b>Q: How much pasta can you eat if you have to consume 3 portions of Grain Products?</b>		<b>\$50</b>
A: You could consume 1 ½ cups of <b>cooked</b> pasta.		
<b>Explanation.</b> Each ½ cup of pasta is one portion of grain products. The same applies to couscous, cooked rice, bulgur and quinoa.		

Milk and Alternatives

<b>Q: How many daily servings of milk and alternatives do teens 14–18 require?</b>	<b>\$10</b>
A: They require 3–4 servings of milk and alternatives each day.	
<b>Explanation.</b> In this case, both females and males require the same amount daily.	
<b>Q: How much milk can you drink to fulfill one serving of milk and alternatives?</b>	<b>\$20</b>
A: One cup of milk (250 mL) is one portion of milk and alternatives.	
<b>Q: What percentage of milk is recommended for consumption?</b>	<b>\$30</b>
A: The recommendation is to drink skim, 1%, or 2% milk.	
<b>Q: To get adequate vitamin D, how many cups of milk are recommended daily?</b>	<b>\$40</b>
A: The recommendation is 500 mL (2 cups) of milk every day.	
<b>Q: How much yogurt can be consumed for one serving of milk and alternatives?</b>	<b>\$50</b>
A: One portion of yogurt is 175g. That is equivalent to $\frac{3}{4}$ cup.	

Meat and Alternatives

<b>Q: How many daily servings of meat and alternatives do teens 14–18 require?</b>		<b>\$10</b>
A: They require 2–3 servings of meat and alternatives each day.		
<b>Explanation.</b> Females require two daily servings, while males require three.		
<b>Q: How many servings of fish are recommended each week?</b>		<b>\$20</b>
A: At least 2 servings of fish are recommended every week.		
<b>Q: How many eggs make up one serving of meat and alternatives?</b>		<b>\$30</b>
A: Two eggs make one serving of meat and alternatives.		
<b>Q: What cooking methods are recommended for meat and alternatives?</b>		<b>\$40</b>
A: The recommendation is to use cooking methods such as roasting, baking or poaching that require little or no added fat.		
<b>Q: What are some examples of legumes?</b>		<b>\$50</b>
A: Beans and lentils are examples of legumes.		

Miscellaneous

<b>Q: What vegetable oils are recommended for use?</b>	<b>\$10</b>
A: Vegetable oils, such as canola, olive, and soybean are recommended.	
<b>Q: What tool can be used to help compare food products?</b>	<b>\$20</b>
A: The Nutrition Facts table can be used to make wiser choices.	
<b>Explanation.</b> For example, when selecting cheese or yogurts, the Nutrition facts table can help select a lower fat product.	
<b>Q: What should be done with the skin on poultry?</b>	<b>\$30</b>
A: Skin on poultry should be removed. Visible fat from meat should also be trimmed.	
<b>Q: What Food Group would you benefit from having at each meal and snacks?</b>	<b>\$40</b>
A: You would benefit from eating vegetables and fruit at all meals and as snacks.	
<b>Q: What are the benefits of following <i>Canada's Food Guide</i>?</b>	<b>\$50</b>
A: Meeting your needs in vitamins, minerals, and other nutrients; reducing the risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis; and contributing to your overall health and vitality.	

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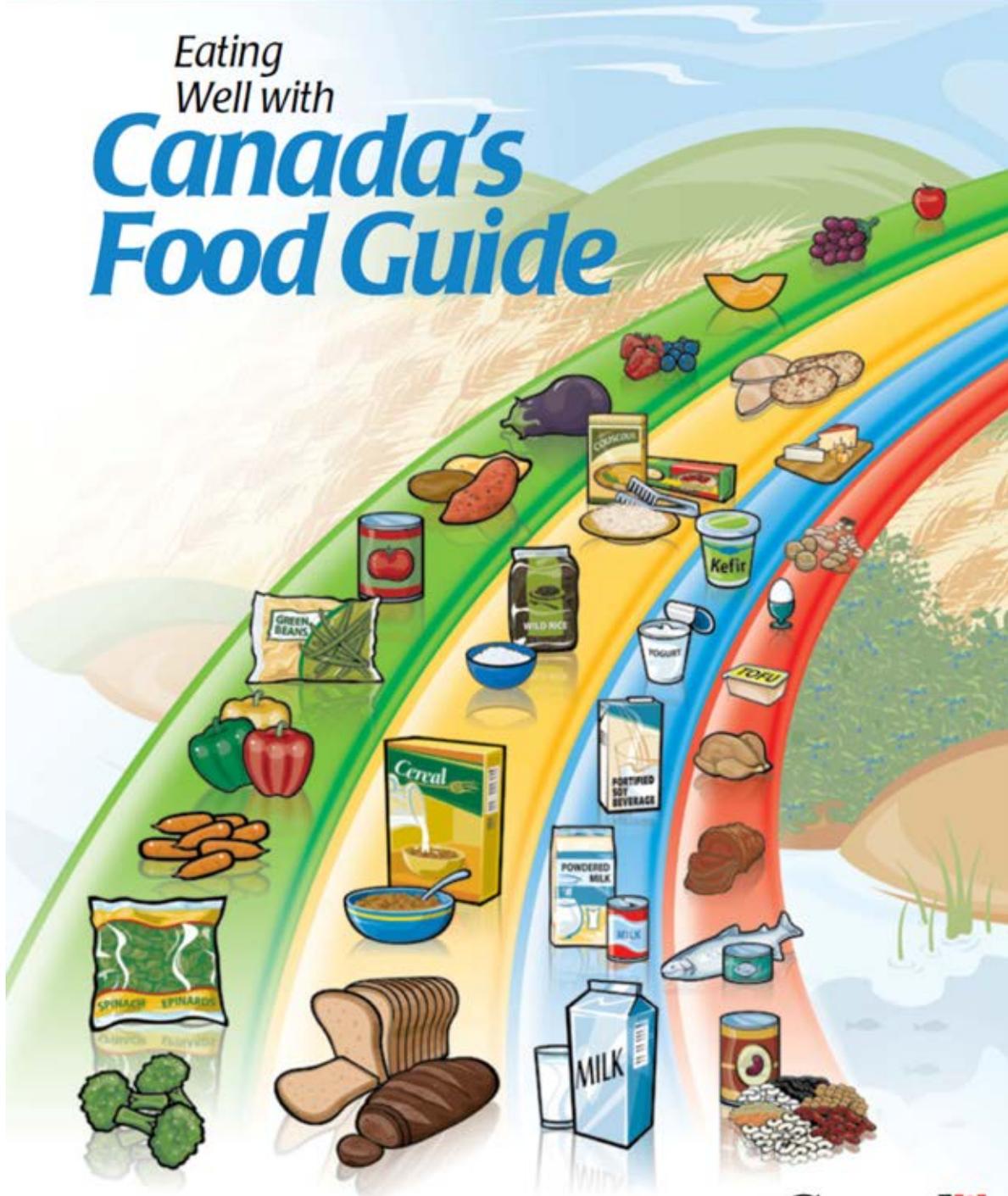


Health Canada Santé Canada

Your health and safety... our priority.

Votre santé et votre sécurité... notre priorité.

# Eating Well with Canada's Food Guide



Canada 

## Recommended Number of Food Guide Servings per Day

Age in Years Sex	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
<b>Vegetables and Fruit</b>	4	5	6	7	8	7-8	8-10	7	7
<b>Grain Products</b>	3	4	6	6	7	6-7	8	6	7
<b>Milk and Alternatives</b>	2	2	3-4	3-4	3-4	2	2	3	3
<b>Meat and Alternatives</b>	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

## What is One Food Guide Serving? Look at the examples below.

 <p><b>Fresh, frozen or canned vegetables</b> 125 mL (½ cup)</p>		 <p><b>Leafy vegetables</b> Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>		 <p><b>Fresh, frozen or canned fruits</b> 1 fruit or 125 mL (½ cup)</p>		 <p><b>100% Juice</b> 125 mL (½ cup)</p>					
 <p><b>Bread</b> 1 slice (35g)</p>		 <p><b>Bagel</b> ½ bagel (45 g)</p>		 <p><b>Flat breads</b> ½ pita or ½ tortilla (35 g)</p>		 <p><b>Cooked rice, bulgur or quinoa</b> 125 mL (½ cup)</p>		 <p><b>Cereal</b> Cold: 30 g Hot: 175 mL (¾ cup)</p>		 <p><b>Cooked pasta or couscous</b> 125 mL (½ cup)</p>	
 <p><b>Milk or powdered milk (reconstituted)</b> 250 mL (1 cup)</p>		 <p><b>Canned milk (evaporated)</b> 125 mL (½ cup)</p>		 <p><b>Fortified soy beverage</b> 250 mL (1 cup)</p>		 <p><b>Yogurt</b> 175 g (¾ cup)</p>		 <p><b>Kefir</b> 175 g (¾ cup)</p>		 <p><b>Cheese</b> 50 g (1 ½ oz.)</p>	
 <p><b>Cooked fish, shellfish, poultry, lean meat</b> 75 g (2 ½ oz.)/125 mL (½ cup)</p>		 <p><b>Cooked legumes</b> 175 mL (¾ cup)</p>		 <p><b>Tofu</b> 150 g or 175 mL (¾ cup)</p>		 <p><b>Eggs</b> 2 eggs</p>		 <p><b>Peanut or nut butters</b> 30 mL (2 Tbsp)</p>		 <p><b>Shelled nuts and seeds</b> 60 mL (¼ cup)</p>	



### Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



**Make each Food Guide Serving count...**  
*wherever you are – at home, at school, at work or when eating out!*

- ▶ **Eat at least one dark green and one orange vegetable each day.**
    - Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
    - Go for orange vegetables such as carrots, sweet potatoes and winter squash.
  - ▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**
    - Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.
  - ▶ **Have vegetables and fruit more often than juice.**
- ▶ **Make at least half of your grain products whole grain each day.**
    - Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
    - Enjoy whole grain breads, oatmeal or whole wheat pasta.
  - ▶ **Choose grain products that are lower in fat, sugar or salt.**
    - Compare the Nutrition Facts table on labels to make wise choices.
    - Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.
- ▶ **Drink skim, 1%, or 2% milk each day.**
    - Have 500 mL (2 cups) of milk every day for adequate vitamin D.
    - Drink fortified soy beverages if you do not drink milk.
  - ▶ **Select lower fat milk alternatives.**
    - Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.
- ▶ **Have meat alternatives such as beans, lentils and tofu often.**
  - ▶ **Eat at least two Food Guide Servings of fish each week.\***
    - Choose fish such as char, herring, mackerel, salmon, sardines and trout.
  - ▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**
    - Trim the visible fat from meats. Remove the skin on poultry.
    - Use cooking methods such as roasting, baking or poaching that require little or no added fat.
    - If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



\* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca) for the latest information.

## Advice for different ages and stages...

Children	Women of childbearing age	Men and women over 50
<p>Following <i>Canada's Food Guide</i> helps children grow and thrive.</p> <p>Young children have small appetites and need calories for growth and development.</p> <ul style="list-style-type: none"> <li>• Serve small nutritious meals and snacks each day.</li> <li>• Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.</li> <li>• Most of all... be a good role model.</li> </ul> 	<p>All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing <b>follic acid</b> every day. Pregnant women need to ensure that their multivitamin also contains <b>iron</b>. A health care professional can help you find the multivitamin that's right for you.</p> <p>Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.</p> <p><b>Here are two examples:</b></p> <ul style="list-style-type: none"> <li>• Have fruit and yogurt for a snack, or</li> <li>• Have an extra slice of toast at breakfast and an extra glass of milk at supper.</li> </ul> 	<p>The need for <b>vitamin D</b> increases after the age of 50.</p> <p>In addition to following <i>Canada's Food Guide</i>, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).</p> 

## How do I count Food Guide Servings in a meal?



Here is an example:

### Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper	=	2 <b>Vegetables and Fruit</b> Food Guide Servings
75 g (2 1/2 oz.) lean beef	=	1 <b>Meat and Alternatives</b> Food Guide Serving
250 mL (1 cup) brown rice	=	2 <b>Grain Products</b> Food Guide Servings
5 mL (1 tsp) canola oil	=	part of your <b>Oils and Fats</b> intake for the day
250 mL (1 cup) 1% milk	=	1 <b>Milk and Alternatives</b> Food Guide Serving
1 apple	=	1 <b>Vegetables and Fruit</b> Food Guide Serving

## Eat well and be active today and every day!

### The benefits of eating well and being active include:

- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

### Be active

To be active every day is a step towards better health and a healthy body weight.

It is recommended that adults accumulate at least 2 ½ hours of moderate to vigorous physical activity each week and that children and youth accumulate at least 60 minutes per day. You don't have to do it all at once. Choose a variety of activities spread throughout the week.

*Start slowly and build up.*

### Eat well

Another important step towards better health and a healthy body weight is to follow *Canada's Food Guide* by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

### Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
Calories 0	
<b>Fat 0 g</b>	<b>0 %</b>
Saturated 0 g	0 %
+ Trans 0 g	
<b>Cholesterol 0 mg</b>	
<b>Sodium 0 mg</b>	<b>0 %</b>
<b>Carbohydrate 0 g</b>	<b>0 %</b>
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein 0 g</b>	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

### Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

### Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!

For more information, interactive tools, or additional copies visit *Canada's Food Guide on-line at:*  
[www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide)

### or contact:

Publications  
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### LEARNING STATION 3: STRESS

**OBJECTIVE:** This activity is designed to raise awareness of stress, eustress and distress and to give cadets tools to deal with stress.

**TIME:** 20 min

**TRAINING LEVEL:** 3

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Set up the four stations, one per relaxation exercise.
- Gather the required resources:
  - Chairs,
  - Flipchart paper,
  - Pens / pencils, and
  - Markers.

**ACTIVITY INSTRUCTIONS:**

1. Ask the cadets the following questions:
  - (a) What is stress? (Stress is the body's reaction to a demanding situation.)
  - (b) What is the difference between eustress and distress? (Eustress is described as good stress. This type of stress pushes a person to do better and reach goals. Distress is described as bad stress. This type of stress causes worry, sorrow, anger or pain.)
2. Divide the cadets into groups of three or four.
3. Distribute flipchart paper, pens / pencils and markers to each group.
4. Allow five minutes for cadets to brainstorm ways to overcome bad stress (distress).
5. Allow each group to share one item on their list and share why it is there.

Possible answers:

- |                                       |   |
|---------------------------------------|---|
| • going for a walk or a run;          | • laughing;                               |
| • going to the gym / playing a sport; | • practicing yoga or meditations;         |
| • listening to music;                 | • playing with a pet (dog, cat, etc.);    |
| • talking to someone about the issue; | • using time wisely; and                  |
| • watching a movie;                   | • writing down your problem in a journal. |

6. Demonstrate the first relaxation exercise located at Appendix 1.
7. Allow two minutes for the cadets to perform the exercise.
8. Repeat the process with the other exercises.

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## **RAG DOLL**

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure F1-1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.



Figure F1-1 Rag Doll

## NECK ROLL

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure F1-2).
3. Exhale and turn the head to the centre.
4. Repeat Steps 2 and 3 for the right side.
5. Repeat Steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat Step 6 for the right side.



Do not roll the head backward or in a full circle.



Figure F1-2 Neck Roll

## BODY BOARD

1. Lie on the right side with arms over the head (as illustrated in Figure F1-3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles.
4. Let the body fall without trying to control the direction (as illustrated in Figure F1-4).
5. Lie still for ten seconds.
6. Repeat Steps 1–5 for the left side.



Figure F1-3 Body Board Start Position



Figure F1-4 Body Board Finish Position

## **JAW STRETCH**

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure F1-5).
5. Repeat Step 4 for the left side.
6. Repeat Steps 4 and 5 ten times.



Figure F1-5 Jaw Stretch

## LEARNING STATION 4: HEALTHY LIFESTYLE TOOL BELT

**OBJECTIVE:** This activity is designed to provide an awareness of activities that can be added to enhance healthy living.

**TIME:** 20 min

**TRAINING LEVEL:** 4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Gather required resources:
  - Healthy Lifestyle Tool Belt handout, located Appendix 1, for each cadet,
  - Mats, and
  - Pens / pencils.

### ACTIVITY INSTRUCTIONS:

1. Distribute the Healthy Lifestyle Tool Belt handout to each cadet.
2. Explain that they will be completing five quick activities to develop an awareness of behaviours that can be used to promote a healthier lifestyle.
3. Ask for a volunteer to read the following information:

“The commitments we make to ourselves and to others, and our integrity to those commitments, is the essence and clearest manifestation of our proactivity.”

*S. Covey, **The 7 Habits of Highly Effective People.***

Facts:

- Commitments are things we agree to do, whether for ourselves or for someone else.
- To develop integrity we have to stop making so many commitments and check to see, before taking on or making new commitments, if we will actually follow through, for sure.

4. Give the cadets one minute to identify their current commitments in Block 1 of the handout.
5. Have the cadets make a commitment to themselves related to healthy eating in Block 2 of the handout.
6. Ask for a volunteer to read the following information:

“Research unequivocally shows that simple meditation practices for as little as 12–15 minutes per day can have HUGE positive results for us. As we close our eyes, breathe deeply and allow our minds to chillax, we go from active thinking to mellow chill-axing while triggering what Herbert Benson (the preeminent Harvard/MD researcher) calls ‘The Relaxation Response’.”

*B. Johnson, **A Philosopher’s Notes***

7. Have the cadets assume the Child's Pose– Balasana or Corpse Pose– Savasana. Allow the cadets to remain in the position for 2 minutes: tell the cadets to breathe calmly, let their bodies relax and their minds unclutter.



Figure J-1 Child's Pose – Balasana



Figure J-2 Corpse Pose – Savasana

8. Ask the cadets how they felt during the exercise.  
9. Ask for a volunteer to read the following information:

Author Eckhart Tolle tells us that although it is “important that we accept ourselves and our emotions”, it's also really important to notice what thoughts and behaviours consistently lead to negative outcomes and to stop doing those things and thinking those thoughts.

**E. Tolle, *The Power of Now***

10. Have the cadets identify behaviours that they have that consistently lead to negative outcomes in Block 5 of the handout. Examples: slamming the car door, having thoughts that you need to be the best at everything.  
11. Have the cadets identify positive behaviours they would like to continue in Block 6 of the handout.  
12. Ask for a volunteer to read the following information:

Robin Sharma is a Canadian author whose studies on greatness have found that “all great people have a passionate consistency for their fundamentals”—whether the specific manifestation of one's greatness is being an extraordinary athlete, political leader, entrepreneur, artist or musician. Every day, they attend to their fundamentals—it could be meditating, exercising every day, giving joy, appreciating someone, writing in a journal, practicing music, studying.

**R. Sharma, *The Greatness Guide 2***

13. Tell the cadets that fundamentals are basic values or tasks that a person completes as part of their daily regimen and have them identify their current fundamentals in Block 7 of the handout.  
14. Have the cadets circle the fundamentals they hope to continue for the rest of their life.

15. Ask for a volunteer to read the following information:

In the book *Spark*, author Dr. John Ratey demonstrates how and why physical activity is crucial to the way we think and feel. “A notable experiment in 2007 showed that cognitive flexibility improves after just one 35-minute treadmill session at either 60 percent or 70 percent of maximum heart rate. The 40 adults in the study (aged 50–64) were asked to rattle off alternative uses for common objects like a newspaper—it’s meant for reading, but it can be used to wrap fish, line a birdcage, pack dishes and so forth. Half of them watched a movie and the other half exercised, and they were tested before the session, immediately after and again 20 minutes later. The movie watchers showed no change, but the runners improved their processing speed and cognitive flexibility after just one workout. Cognitive flexibility is an important executive function that reflects our ability to shift thinking and to produce a steady flow of creative thoughts and answers as opposed to a regurgitation of the usual responses. So if you have an important afternoon brainstorming session scheduled, going for a short, intense run during lunchtime is a smart idea.”

**J. Ratey, *Spark: The Revolutionary New Science of Exercise and the Brain***

16. Have the cadets identify activities they think they could be better prepared to perform if they did a short intense period of physical exercise prior to the activity in block 8 of the handout.

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HEALTHY LIFESTYLE TOOL BELT	
<p><b>1. My current commitments are:</b></p> <p><input type="checkbox"/> _____</p>	<p><b>2. My commitment to myself related to healthy eating:</b></p> <p><input type="checkbox"/> eat no chocolate bars at the cadet canteen</p> <p><input type="checkbox"/> drink water with each meal</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>3.</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure J1-1 Child's Pose – Balasana</p>	<p><b>4.</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure J1-2 Corpse Pose – Savasana</p>
<p><b>5. My current behaviours that lead to negative outcomes are:</b></p> <p><input type="checkbox"/> late for timings</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>6. Positive behaviours I want to continue:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>7. My current fundamentals, the things I attend to every day, are:</b></p> <p><input type="checkbox"/> meditate for ____minutes</p> <p><input type="checkbox"/> offer thanks to another person</p> <p><input type="checkbox"/> offer praise to another person</p> <p><input type="checkbox"/> exercise ____minutes</p> <p><input type="checkbox"/> write in a journal</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	<p><b>8. My brain will be better prepared to perform if I engage in short periods of intense physical exercise before the following activities:</b></p> <p><input type="checkbox"/> studying</p> <p><input type="checkbox"/> writing an exam</p> <p><input type="checkbox"/> attending a meeting</p> <p><input type="checkbox"/> giving a speech</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>“You must be the change you want to see in the world” - Mahatma Ghandi</b></p>	

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# PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>W e e k 1</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List						
	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️
<b>W e e k 2</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List						
	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️
Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____							



## PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<b>Week 3</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List						
	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️
<b>Week 4</b>	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List						
	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️	Less than 2 hours of recreational screen time 😊 ☹️
Cadet's Signature: _____		Date: _____		Supervisor's Signature: _____		Date: _____	



**COMMON TRAINING**  
**ALL TRAINING LEVELS**  
**INSTRUCTIONAL GUIDE**  
**PERSONAL FITNESS**  
**AND HEALTHY LIVING**



**SECTION 2**

**EO MX04.02 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN  
 PHYSICAL ACTIVITIES AND PARTICIPATE IN THE CADET FITNESS ASSESSMENT**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy Introduction to Goal Setting located at Annex A for one assistant instructor and Review of Goal Setting located at Annex A for the other.

Photocopy the SMART Goals Guide located at Annex A, Appendix 1 for each cadet.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 3.

Assistant instructors are required for this lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is a fun and interactive way for cadets to compare their physical activity to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.

A practical activity was chosen for TPs 2 and 3 as it is a fun and interactive way to build on the cadets' knowledge of personal fitness and healthy living.

---

## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have compared their participation in physical activity to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*, have participated in the CFA, and set goals to improve their participation in physical activity.

### IMPORTANCE

Meeting the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth* allows individuals to lead more active, healthy lives. Participating in the CFA will give cadets a tool to evaluate their physical fitness, which will allow them to set personal goals for improvement. Setting SMART goals is another great tool that cadets can use to maintain a healthier lifestyle.

**Teaching Point 1**

**Conduct an activity where cadets compare their participation in physical activities to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.**

Time: 15 min

Method: In-Class Activity

---

**ACTIVITY**


---

**OBJECTIVE**

The objective of this activity is to have the cadets compare their participation in physical activities to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.

**RESOURCES**

- Completed Physical Activity Tracker,
- *Canadian Physical Activity Guidelines for Youth*, and
- *Canadian Sedentary Behaviour Guidelines for Youth*.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets think individually about the following questions:
  - (a) Did you meet the minimum requirements of the *Canadian Physical Activity Guidelines for Youth*? (60 minutes of activity daily)
  - (b) Did you meet the requirements of the *Canadian Sedentary Behaviour Guidelines for Youth*? (Limit recreational screen time to no more than 2 hours per day, and limit sedentary (motorized) transport, extended sitting time as well as time spent indoors throughout the day)
  - (c) What are some of your personal barriers to physical activity? How can you overcome these barriers? (See table below)
  - (d) What are some ways to improve your participation in physical activity? (See table below)

Possible barriers to being physically active	Strategies to overcome barriers
No time, energy or motivation. Programs, facilities, transportation are too expensive. No friend / family member to exercise with. The fitness facility isn't nearby or it's on a road that's too busy for safe walking or cycling. Not enough support from family / friends. No confidence or the right clothing. Bad weather. The fitness facility doesn't make me feel welcome or comfortable.	Schedule some time throughout your weekly schedule to commit to be fit! Ask a family member, friend, teacher, officer, or fellow cadet for help. Convince yourself that physical activity will increase your energy level. Make activities that you already do more active (eg, clean your room while listening to upbeat music). Set goals. Track your progress. Get more sleep. Do a self assessment.

2. Divide cadets into pairs and allow five minutes for cadets to discuss questions a–d above.
3. As a large group, allow five minutes for cadets to share what they have learned from their discussions. Emphasize strategies to overcome barriers to being physically active.

**SAFETY**

Nil.

**Teaching Point 2**

**Have the cadets set a SMART goal to improve their participation in physical activities.**

Time: 15 min

Method: Practical Activity

**ACTIVITY**

**OBJECTIVE**

The objective of this activity is to have the cadets set a SMART goal to improve their participation in physical activities.

**RESOURCES**

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide cadets into two groups: Year 1, and Years 2–4.
2. Assign each group an assistant instructor.

3. Conduct the following activities as per Annex A:
  - (a) Introduction to Goal Setting for Year 1 cadets; and
  - (b) Review of Goal Setting for Years 2–4, as per Annex A.

### SAFETY

Nil.

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### Teaching Point 3

**Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity

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### ACTIVITY

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The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

### OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

### RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,
- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

### ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18.

## ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

## SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

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### CONFIRMATION OF TEACHING POINT 3

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The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

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### END OF LESSONS CONFIRMATION

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

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### CONCLUSION

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## HOMEWORK / READING / PRACTICE

Nil.

## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

Participating in the Cadet Fitness Assessment will indicate which of the three components of fitness (cardiovascular endurance, muscular strength and endurance, and muscular flexibility) you need to improve the most. Knowing this will help you set personal goals to improve your physical fitness.

## INSTRUCTOR NOTES / REMARKS

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

Retain cadets' CFA results for use in EO MX04.03 (Participate in the Cadet Fitness Assessment and identify Strategies for Improving Personal Fitness).

---

## REFERENCES

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Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>

CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.

The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

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## INTRODUCTION TO GOAL SETTING

**OBJECTIVE:** This activity is designed to introduce cadets to goal setting.

**TIME:** 15 min

**TRAINING LEVEL:** 1

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

**ACTIVITY INSTRUCTIONS:**

1. Explain SMART goals to the cadets.

### SMART GOALS

**Specific.** What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How will you measure the achievement of the goal?

**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?

**Relevant.** What will you get out of this?

**Timed.** When will you achieve this goal? What will be your first step?

2. Ask the cadets to determine if the following scenario reflects a SMART goal.  
**Scenario:** Cadet Smith and Cadet Trudeau have recently teamed up to motivate each other to become more physically active. They want to get closer to achieving 60 minutes of activity each day. They set a goal to each walk 150 km over the next 30 days, by walking 5 km per day.  
**Answer:** This is a SMART goal. Here is why:
  - **Specific:** The cadets plan to walk 5 kilometres per day for the next 30 days.
  - **Measureable:** They can track the distance spent walking.
  - **Achievable:** It is realistic for each of them to walk 5 km per day. They can reach their goal by working together, providing motivation and support for one another.
  - **Relevant:** Their goal focuses on the aspect of being more physically active. Once they reach their goal, they will experience a sense of accomplishment for completing the task.
  - **Timed:** They have 30 days to reach their goal.
3. Distribute a copy of the SMART Goals Guide located at Appendix 1 to each cadet.
4. Supervise as the cadets set SMART goals linked to meeting the requirements of the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.
5. As time permits, have the cadets, who wish to, share their SMART goals with the group.

## REVIEW OF GOAL SETTING

**OBJECTIVE:** This activity is designed to review to goal setting.

**TIME:** 15 min

**TRAINING LEVEL:** 2–4

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- SMART Goals Guide located at Appendix 1 for each cadet, and
- Pens / pencils.

**ACTIVITY INSTRUCTIONS:**

1. Review SMART Goals with the cadets.

### SMART GOALS

**Specific.** What specific activity can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

**Measurable.** How will you measure the achievement of the goal?

**Achievable.** What might hinder you as you progress towards the goal? What resources can you call upon?

**Relevant.** What will you get out of this?

**Timed.** When will you achieve this goal? What will be your first step?

2. Give each cadet a copy of the SMART Goals Guide located at Appendix 1.
3. Allow five minutes for cadets to individually complete the handout. Supervise as cadets set SMART goals linked to meeting the requirements of the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*.
4. Divide the cadets into pairs.
5. Supervise as cadets discuss their SMART goals with their partner.
6. As time permits, have the cadets, who wish to, share their SMART goals with the group.



**SMART GOALS GUIDE**

Rank:	Last Name:
First Name:	Date:

1. Write down your SMART physical fitness goal.

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---

2. Provide a description of how the goal is SMART.

Specific: \_\_\_\_\_

---

Measurable: \_\_\_\_\_

---

Achievable: \_\_\_\_\_

---

Relevant: \_\_\_\_\_

---

Timed: \_\_\_\_\_

---

3. List some steps that you can take to achieve your goal.

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**SECTION 3**

**EO MX04.03 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND  
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX04.03 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy the Strategies to Improve my Personal Physical Fitness handout located at Annex A for each cadet.

Photocopy Annex B for each assistant instructor.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 1.

Gather cadets' CFA results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) for use in TP 2.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.

---

## INTRODUCTION

---

### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have participated in the CFA, identified which component of fitness needs the most improvement, identified strategies to improve that component of physical fitness, and set a SMART goal to help improve their personal physical fitness.

### IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness as this will allow them to identify their strengths and their weaknesses. That information will allow cadets to identify strategies and set goals that will guide them towards a healthier lifestyle.

**Teaching Point 1****Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min

Method: Practical Activity

**ACTIVITY**

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

**OBJECTIVE**

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

**RESOURCES**

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,
- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

**ACTIVITY LAYOUT**

Set up the activity IAW CATO 14-18.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.



Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

### **SAFETY**

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

---

### **CONFIRMATION OF TEACHING POINT 1**

---

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

---

### **Teaching Point 2**

**Conduct an activity where the cadets identify how to improve their personal physical fitness.**

Time: 30 min

Method: Practical Activity

---

### **ACTIVITY**

---

### **OBJECTIVE**

The objective of this activity is to have the cadets identify how to improve their personal physical fitness.

### **RESOURCES**

- Cadet Fitness Assessment and Incentive Level Results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the CFA), and
- Strategies to Improve My Personal Fitness handout located at Annex A.

### **ACTIVITY LAYOUT**

Nil.

### **ACTIVITY INSTRUCTIONS**

1. Distribute the Strategies to Improve My Personal Fitness handout located at Annex A to each cadet.
2. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.
3. With the help of assistant instructors, discuss each cadet's individual results with them and assist them with completing the handout.



A list of example physical activities cadets can do to improve their personal fitness is located at Annex B.

## **SAFETY**

Nil.

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## **CONFIRMATION OF TEACHING POINT 2**

---

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

---

## **END OF LESSON CONFIRMATION**

---

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

---

## **CONCLUSION**

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## **HOMEWORK / READING / PRACTICE**

Nil.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

The Cadet Fitness Assessment is a great tool that can help you determine how physically fit you are in the three components of physical fitness (cardiovascular endurance, muscular strength, and muscular flexibility). Knowing where you need to improve will help you target your efforts.

## **INSTRUCTOR NOTES / REMARKS**

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

---

## REFERENCES

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CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.

The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.



## STRATEGIES TO IMPROVE MY PERSONAL PHYSICAL FITNESS

1. Based on CFA results, which component of fitness do I need to improve the most?

Cardiovascular Endurance?

Muscular Strength?

Muscular Flexibility?

2. What physical activities could I do on a regular basis to help me improve that component of fitness?

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3. Set a SMART goal to help improve that component of fitness.

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## **PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS**

Examples of physical activities that can help to improve the **cardiovascular endurance component**:

- aerobics,
- basketball,
- cross-country skiing,
- dancing,
- floor hockey,
- hiking,
- ice skating,
- lacrosse,
- orienteering,
- ringette,
- rollerblading,
- running,
- skipping rope,
- snowshoeing,
- soccer, and
- ultimate Frisbee.

Examples of physical activities that can help improve the **muscular strength component**:

- balance ball exercises,
- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises,
- weighted bar exercises, and
- yoga.

Examples of physical activities that can help improve the **muscular flexibility component**:

- stretching,
- tai chi, and
- yoga.

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**SECTION 4**

**EO CX04.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND  
IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS**

---

Total Time:

One session (3 periods) = 90 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE  
INSTRUCTIONAL GUIDE FOR EO MX04.03 (PARTICIPATE IN THE CADET FITNESS  
ASSESSMENT AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS).**

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**COMMON TRAINING  
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**SECTION 5**

**EO CX04.02 – PARTICIPATE IN ACTIVITIES THAT REINFORCE  
THE THREE COMPONENTS OF PHYSICAL FITNESS**

Total Time:

One session (3 periods) = 90 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

This IG supports EO CX04.02 (Participate in Activities that Reinforce the Three Components of Physical Fitness) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Select one or two muscular flexibility activities from Annex A, one or two cardiovascular endurance activities from Annex B, and one or two muscular strength activities from Annex C.

Gather the required equipment as per the selected activities.

Print the documents required to conduct the activities.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Ensure a designated first-aider and first aid kit are available.

Ensure water is available for the cadets throughout this activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as a fun and interactive way to stimulate interest in the three components of physical fitness.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

## OBJECTIVES

By the end of this activity the cadet shall have participated in activities that reinforce the three components of physical fitness.

## IMPORTANCE

It is important for cadets to participate in physical activities that reinforce the three components of physical fitness to help them follow the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth* and lead a healthy active lifestyle.

---

## ACTIVITY

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1. Have the cadets participate in a warm-up session as per of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).
2. Conduct the selected activities from Annexes A, B and C.



### The Three Components of Physical Fitness

**Cardiovascular Endurance.** The ability of the body's cardiovascular and respiratory systems to supply oxygen and blood during sustained physical activity (eg, the ability to run a long distance).

**Muscular Strength.** The ability of a muscle or muscle group to contract many times without tiring (eg, rowing a boat).

**Muscular Flexibility.** The range of motion of joints or a group of joints. It also refers to the freedom and efficiency in which a joint moves. (eg, the shoulder flexibility required to scratch your back.)

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

---

## CONCLUSION

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## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

Finding activities that are enjoyable is a great way to follow the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*, and to lead a healthy active lifestyle.

## INSTRUCTOR NOTES / REMARKS

Nil.

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## REFERENCES

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ISBN 0-934387-29-X Panicucci, J. (2008). *Achieving Fitness: An Adventure Activity Guide*. Beverly, MA: Project Adventure, Inc

**FLEXIBILITY ACTIVITY 1:  
THE ARTISTS**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- Four images (eg, a provincial / territorial flag, image from a colouring book, famous person)
- Paper,
- Pen / pencil, and
- Masking Tape.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into groups of two or three.
2. Have each group tape a piece of paper to the floor.
3. Explain to the cadets that:
  - (a) The aim of the activity is to draw the best possible picture, as a group.
  - (b) Legs and arms must remain as straight as possible.
  - (c) The pen or pencil must be held by all team members.
  - (d) Each group will have to draw the image provided.
4. Supervise as the cadets participate in the activity.
5. As time allows, have cadets repeat the activity, with a different image, in different groups.

**FLEXIBILITY ACTIVITY 2:  
CIRCLE THE CIRCLE**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather hula hoops (one per team).

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into equal teams of four or more cadets.
2. Have the cadets in each team stand in a circle and grasp each other's forearms.
3. Explain to the cadets that they will have to pass a hula hoop around the circle without letting go of each other's arms.
4. Give the signal to start and supervise as the cadets participate in the activity. Allow the cadets to repeat the activity so they can improve their performance.
5. Divide the cadets into different teams. Repeat the activity.
6. As time allows, have the cadets perform the activity as one large team with multiple hula hoops going around the circle.

**FLEXIBILITY ACTIVITY 3:  
BEAR SOCCER**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular flexibility.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Two goals (eg, hockey nets, pylons, taped outline on a wall, books, etc.),
  - (b) Boundary markers (eg, pylons, tape, etc.),
  - (c) Light ball (eg, soccer, nerf, dodge, tennis, beach, etc.), and
  - (d) Whistle.
2. Set up a goal on each side of the playing area and identify the centre of the field.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams.
2. Explain to the cadets that :
  - (a) The objective is to score more goals than the opposite team.
  - (b) To move around players must assume the bear position: hands and feet on the floor with their buttocks in the air.
  - (c) Only feet (no hands!) can be used to stop or move the ball.
  - (d) Play is stopped for a goal or an infraction (indicated with a whistle blow). In this case, possession of the ball is switched to the other team. Players of both teams retreat to their side of the playing field and the ball is placed in the centre of the playing field. All players must be on their side of the field until the ball is touched. The team in possession of the ball must be given 10 feet of room until the ball is touched.
  - (e) Infractions include: touching the ball with the hands, kicking the ball out of bounds, standing up, or poor conduct.
3. Start the game and supervise as the cadets participate in the activity.

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**CARDIOVASCULAR ENDURANCE ACTIVITY 1:  
STRIKEFORCE TAG**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Nil.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into groups of at least four.
2. Explain to the cadets that :
  - (a) The goal of this activity is to avoid being tagged by “STRIKEFORCE”.
  - (b) A cadet is designated “STRIKEFORCE” and the remaining cadets join hands and form a small circle.
  - (c) One of the cadets in the circle is identified as the target of “STRIKEFORCE”. Cadets in the circle must work together to keep the target cadet from being tagged by “STRIKEFORCE”.
  - (d) Once the target is tagged, that cadet becomes the new “STRIKEFORCE”. The cadet that was “STRIKEFORCE” joins the circle of cadets. A new cadet becomes the target (not the cadet who was just “STRIKEFORCE”).
3. Ask for a volunteer to be “STRIKEFORCE”.
4. Start the game and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 2:  
OVER UNDER RELAY**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) One ball per team (basketball, dodge, volleyball, tennis, medicine, etc), and
  - (b) Whistle.
2. Determine the number of legs / length of the race and playing field size prior to beginning the activity.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into teams of three and issue a ball per team.
2. Explain to the cadets that :
  - (a) The goal of this activity is to be the first team to complete the race.
  - (b) All cadets in a team must stand in line, all facing the direction opposite to where they are headed. The cadet in front must pass the ball over their head to their partner in the back, who passes the ball behind their legs to the partner behind them.
  - (c) As soon as they have passed the ball, cadets must run to the back of the line.
  - (d) This continues until the team travels the distance indicated. (Announce the distance required to complete the race.)
  - (e) Both cadets must touch the ball for a proper pass (it cannot be thrown or tossed).
3. Start the race and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 3:  
BRITISH BULLDOG**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Boundary markers (tape, pylons, rope, etc), and
  - (b) Whistle.
2. Set up the boundaries: A large rectangle of the open space.

**ACTIVITY INSTRUCTIONS:**

1. Explain to the cadets that:
  - (a) One cadet is designated as the bulldog; they stand in the center of the open space.
  - (b) The remainder of the cadets line up at one end of the playing area.
  - (c) The blowing of a whistle signals the cadets to run across the area to the other line.
  - (d) The bulldog(s) tries to tag as many cadets as possible.
  - (e) Any of the cadets tagged also become bulldogs.
  - (f) If someone runs out of bounds, they become a bulldog. (Point out the boundaries of the activity).
  - (g) The game continues until only one cadet remains untagged. This cadet is declared the winner.
2. Identify one cadet as the bulldog.
3. Have the cadets line up at one end of the playing area.
4. Start the activity and supervise as the cadets participate in the activity.

**CARDIOVASCULAR ENDURANCE ACTIVITY 4:  
MONEY GRAB**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Hula hoops (one per team),
  - (b) Monopoly money, and
  - (c) Whistle.
2. Prepare the activity area, by spreading hula hoops on the playing area evenly.
3. Deposit \$1000 in each hula hoop using different denominations (\$100x6, \$50x4, \$20x5, \$10x10).

**ACTIVITY INSTRUCTIONS:**

1. Divide cadets into equal teams.
2. Explain to the cadets that:
  - (a) Each team of cadets has a hula hoop: it is called the bank.
  - (b) The aim is to be the team who ends up with the most money in their bank.
  - (c) Cadets can withdraw money from the other teams' bank and deposit it in their own.
  - (d) A cadet can only hold one bill at a time.
  - (e) This continues until time runs out.
3. Start the game and supervise as the cadets participate in the activity.
4. When time has run out, ask each team to count the money in their bank and announce a winning team.

**CARDIOVASCULAR ENDURANCE ACTIVITY 5:  
RUBBER CHICKEN BASEBALL**

**OBJECTIVE:** This activity is designed to help cadets improve their cardiovascular fitness.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Rubber chicken (or suitable substitute),
  - (b) Boundary markers (tape, pylons, rope, etc), and
  - (c) Whistle.
2. Identify the playing field boundaries: A large open space.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two equal teams.
2. Explain to the cadets that:
  - (a) There are two teams: HOME and AWAY.
  - (b) The HOME team begins the game by throwing the chicken within the playing area.
  - (c) The AWAY team begins Fielding the Chicken first.
  - (d) The AWAY team runs up to the chicken and forms a single file, facing the chicken.
  - (e) The AWAY team passes the chicken over under through their file. The first cadet passes the chicken between their legs to the cadet behind them, who passes it over their head to the next cadet in line, and so on.
  - (f) Once the chicken has passed through the entire team, the last cadet crows like a rooster.
  - (g) During that time the HOME team forms a line and races around the AWAY team. Each complete lap around the AWAY team before they crow is scored a run.
  - (h) After the rooster crows, the rooster throws the chicken anywhere in the playing area and the roles are reversed; the AWAY team becomes the HOME team and vice versa.
  - (i) If the chicken is thrown out-of-bounds, that team has to pass the chicken through their line again.
  - (j) The team with the most runs wins.
3. Randomly designate one team of cadets HOME, and the other team AWAY.
4. Start the game and supervise as the cadets participate in the activity.

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**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 1:  
WHEELBARROW RELAY**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Items to be carried (eg, balls, books, shoes), and
  - (b) Whistle.
2. Set up the boundaries of the race area.
3. Set up the items to be carried for each team. Note: Each item in the pile means that one cadet will have to carry it across the race area.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into pairs.
2. Explain to the cadets that:
  - (a) All items in the pile need to be delivered to the other side of the field.
  - (b) Items can only be delivered via the back of a cadet in the wheelbarrow position.
  - (c) Only one item may be brought at a time.
  - (d) Cadets must alternate positions (wheelbarrow and holder), until all items have been brought to the other side of the field.
  - (e) When an item is dropped midway, it must be brought back to the start.
3. Start the game and supervise as the cadets participate in the activity.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 2:  
SOUP CAN PYRAMID**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Gather the required resources:

- A minimum of three cans (eg, soup, vegetables, etc.) per cadet,
- Whistle.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into pairs.
2. Explain to the cadets that:
  - (a) Cadets must use their feet to move cans together.
  - (b) Legs must remain straight.
  - (c) The team must create a line of cans and then stack them until they form a pyramid.
  - (d) Only one can be moved at a time.
  - (e) Cadets must dismantle their pyramid before continuing to their next appendage.
  - (f) Cadets must then build a pyramid using their other foot.
  - (g) The activity can be repeated with cadets using their hands while lying on their stomach.
3. Have the cadets lay down on their backs on the floor.
4. Have each cadet place the bottoms of their feet against their partner's feet.
5. On either side of the legs of each team of cadets, place a collection of cans.
6. Blow the whistle to start the game.
7. Supervise as the cadets participate in the activity.



Canned food could be donated to the local food bank.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 3:  
YURT CIRCLES**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

Nil.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams of at least three cadets each.
2. Have the teams form circles.
3. Explain to the cadets that:
  - (a) All cadets in one team will perform a leg squat at the same time, while holding arms. Cadets will raise one leg while performing the squat and then the other leg.
  - (b) Each team will attempt the same thing while holding hands or forearms.
  - (c) Then, both teams will squat to see which team can hold the squat the longest.
  - (d) As time allows, have the cadets attempt the activity again as one large group or in different teams.
4. Supervise as the cadets participate in the activity.

**MUSCULAR STRENGTH AND ENDURANCE ACTIVITY 4:  
CRAB SOCCER**

**OBJECTIVE:** This activity is designed to help cadets improve their muscular strength and endurance.

**TIME:** 10–20 min

**PRE-ACTIVITY INSTRUCTIONS:**

1. Gather the required resources:
  - (a) Two goals (eg, hockey nets, pylons, taped outline on a wall, books, etc.),
  - (b) Boundary markers (eg, pylons, tape, etc.),
  - (c) Light ball (eg, soccer, nerf, dodge, tennis, beach, etc.), and
  - (d) Whistle.
2. Set up a goal on each side of the playing area and identify the centre of the field.

**ACTIVITY INSTRUCTIONS:**

1. Divide the cadets into two teams.
2. Explain to the cadets that:
  - (a) The objective is to score more goals than the opposing team.
  - (b) To move around players must assume the table position: hands (behind the back) and feet on the floor with the torso up.
  - (c) Only feet (no hands!) can be used to stop or move the ball.
  - (d) Play is stopped for a goal or an infraction (indicated with a whistle blow). In this case, possession of the ball is switched to the other team. Players of both teams retreat to their side of the playing field and the ball is placed in the centre of the playing field. All players must be on their side of the field until the ball is touched. The team in possession of the ball must be given 10 feet of room until the ball is touched.
  - (e) Infractions include: touching the ball with the hands, kicking the ball out of bounds, standing up, or poor conduct.
3. Start the game and supervise as the cadets participate in the activity.



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**SECTION 6**

**EO CX04.03 – PARTICIPATE IN A COOKING CLASS**

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Total Time:

One session (3 periods) = 90 min

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

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**SECTION 7**

**EO CX04.04 – ATTEND A PERSONAL FITNESS AND HEALTHY LIVING PRESENTATION**

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Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
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**SECTION 8**

**EO CX04.05 – ATTEND A LOCAL AMATEUR SPORTING EVENT**

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Total Time:

One session (3 periods) = 90 min

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

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**CHAPTER 5**

**PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES**





**COMMON TRAINING  
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PHYSICAL ACTIVITIES**



**SECTION 1**

**EO MX05.01 – PARTICIPATE IN PHYSICAL ACTIVITIES**

Total Time:

3 sessions (9 periods) = 270 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Assistant instructors / specialists may be required based on the activity selected.

Select a physical activity to conduct. Physical activities selected for this lesson may include, but are not limited to:

- cardiovascular activities, such as:
  - aerobics,
  - cross-country skiing,
  - hiking,
  - ice skating,
  - instructor-led dancing,
  - orienteering,
  - rollerblading,
  - running,
  - skipping rope,
  - snowshoeing, and
  - swimming;
- muscular strength activities, such as:
  - balance ball exercises,

- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises, and
- weighted bar exercises;
- muscular flexibility activities, such as:
  - stretching,
  - tai chi, and
  - yoga;
- recreational team sports, such as:
  - baseball,
  - basketball,
  - floor hockey,
  - football (flag or touch),
  - lacrosse,
  - ringette,
  - soccer,
  - soccer baseball,
  - softball
  - ultimate Frisbee, and
  - volleyball; and
- other physical activities, such as:
  - active games, such as:
    - active video games,
    - battleship, and
    - tag;
  - circuit training,
  - martial arts, and
  - tabloids.

## **PRE-LESSON ASSIGNMENT**

Nil.

## **APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in physical activities in a safe and controlled environment.

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## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall be expected to have participated in physical activities.

### IMPORTANCE

It is important for cadets to participate in physical activities to identify activities that are fun and to promote lifelong participation in physical activity.

**Teaching Point 1****Have the cadets participate in physical activities.**

Time: 9 x 30 min

Method: Practical Activity

**BACKGROUND KNOWLEDGE****INTRODUCTION**

Refer to the attachments for an overview of how to conduct the suggested physical activities.



Suggested physical activities are located at the attachments to this IG as follows:

Cardiovascular Activities, including:

- Attachment A - Aerobics,
- Attachment B - Cross-Country Skiing,
- Attachment C - Hiking,
- Attachment D - Ice Skating,
- Attachment E - Instructor-Led Dancing,
- Attachment F - Orienteering,
- Attachment G - Rollerblading,
- Attachment H - Running,
- Attachment I - Skipping Rope,
- Attachment J - Snowshoeing, and
- Attachment K - Swimming.

Muscular Strength Activities, including:

- Attachment L – Muscular Strength Exercises using the Body, Balance Balls, Resistance Bands, and Weighted Balls and Bars,
- Attachment M - Pilates,

Muscular Flexibility Activities, including:

- Attachment N - Stretching,
- Attachment O - Tai Chi, and
- Attachment P - Yoga.

Recreational Team Sports, including:

- Attachment Q - Baseball,
- Attachment R - Basketball,
- Attachment S - Floor Hockey,
- Attachment T - Football (Flag or Touch),
- Attachment U - Lacrosse,

- Attachment V - Ringette,
- Attachment W - Soccer,
- Attachment X - Soccer Baseball,
- Attachment Y - Softball,
- Attachment Z - Ultimate Frisbee, and
- Attachment AA - Volleyball.

Other Physical Activities, including:

- Attachment AB - Active Games,
- Attachment AC - Circuit Training,
- Attachment AD - Martial Arts, and
- Attachment AE - Tabloids.

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## ACTIVITY

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### OBJECTIVE

The objective of this activity is to provide the cadets an opportunity to participate in physical activities.

### RESOURCES

- Equipment / safety equipment required for the selected physical activity, and
- First aid equipment.

### ACTIVITY LAYOUT

Activity layout will depend on the selected physical activity.

### ACTIVITY INSTRUCTIONS

1. Introduce the selected physical activity, to include:
  - (a) which component(s) of fitness are improved through participation in the selected physical activity, and
  - (b) techniques for participating in the selected physical activity.
2. Have the cadets participate in a safety briefing, to include:
  - (a) rules / regulations of the selected physical activity,
  - (b) requirement for safety equipment for the selected physical activity,
  - (c) location of first aid post, and
  - (d) boundaries or route information.
3. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

4. Have the cadets participate in the selected physical activity.
5. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

### **SAFETY**

- Ensure constant supervision throughout the activity.
- Ensure a first aid post / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.
- Ensure cadets remain hydrated throughout the activity.

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### **CONFIRMATION OF TEACHING POINT 1**

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

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### **END OF LESSON CONFIRMATION**

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

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### **CONCLUSION**

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### **HOMEWORK / READING / PRACTICE**

Nil.

### **METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

Participating in physical activities can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

### **INSTRUCTOR NOTES / REMARKS**

The aim of this lesson is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.

Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.

Choose activities based on human and material resources accessible to the corps.

Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.

Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.

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## AEROBICS

### INTRODUCTION

Aerobic exercise is physical exercise of relatively low intensity and long duration, which depends primarily on the aerobic energy system.

### EQUIPMENT

The equipment required will vary based on the selected type of aerobic activity.

### ACTIVITY GUIDELINES

Aerobic activities shall be tailored to accommodate a variety of fitness levels. Encourage cadets to participate at their highest level to fully maximize the benefits of aerobic activities.

### EXAMPLES OF AEROBIC ACTIVITIES

**Step Exercises.** Step exercises usually involve an elevated step that the participant steps on and off of. Intensity can be increased by increasing movement speed or the height of the step being used.

**Exercise Equipment.** Exercise equipment can be used to provide individual aerobic training or in organised classes such as spin class (a group class that uses exercise bikes). Examples include exercise bikes, elliptical trainers, rowing machines, step machines, and treadmills.

**Jazzercise.** Jazzercise was created in 1969 by Judi Sheppard Missett. It combines aspects of dance with resistance training, Pilates, yoga, and kickboxing. Jazzercise is ranked one of the top fitness programs in the world with over 7800 instructors in 38 countries.

**Tae Bo.** Made popular in the 1990s, Tae Bo is an exercise routine that uses martial arts at a quick pace to increase the heart rate. It was developed by Billy Banks, an actor turned fitness consultant.

### SUGGESTED RESOURCES

Judi Sheppard Missett, Certified Jazzercise Instructor. *Jazzercise Core: Target & Tone Muscle, Fat Burning, Strength Building*. 2009. [DVD]

Judi Sheppard Missett, Certified Jazzercise Instructor. *Jazzercise: Live*. 2008. [DVD]

Billy Banks, Certified Tae Bo Instructor. *This is Tae Bo*. 2010. [DVD]

Billy Banks, Certified Tae Bo Instructor. *Cardio Explosion*. 2010. [DVD]

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## CROSS-COUNTRY SKIING

### INTRODUCTION

Cross-country skiing is a sport that requires very little skill. However, understanding stroke mechanics and techniques will make skiing more efficient and enjoyable.

### EQUIPMENT

**Skis.** The chart below is a rough guide to follow when selecting a ski length.

Ski Length	Carrying Capacity
168 cm	90–130 lb
168, 178 cm	130–150 lbs
178, 188 cm	150–180 lbs
188 cm	180–220 lbs

**Ski Boots.** Skis are guided and controlled through the boots, so it is important that they fit well. Boots are made from a variety of materials, from all leather to modelled plastic to a combination of materials. Lighter boots provide more freedom but offer less support. Heavier boots provide more support but usually restrict movement and are harder to fit. Boots that are too tight / loose may cause the skier incredible discomfort and may result in injuries such as blisters.

**Ski Poles.** Ski poles are an integral part of cross-country ski equipment. Most techniques in cross-country skiing require the skier to not only use their skis, but their arms (poles) as well. Ski poles help the skier maintain balance while climbing inclines, when going downhill and when going forward.

## ACTIVITY GUIDELINES

Cross-country skiing shall be limited to new fallen snow, powder snow, and wind-packed snow. It shall also be conducted on novice / beginner trails.

**New Fallen Snow.** Very loose and light. The snowflakes still have multiple branches. If new snow is dry, it is feathery; if damp, it quickly consolidates into a stage of settled snow.

**Powder Snow.** New, untouched freshly fallen soft snow. It can give the feeling of floating in a weightless environment. Powder snow can be packed in thick layers that form a natural pillow. Powder snow has a low moisture content, as almost 97 percent of it is air.

**Wind-Packed Snow.** Snow blown from one direction, compacted by the force of the wind. Wind-packed snow is created by the pressure exerted by wind, causing a form of cold-heat hardening.

The following types of snow should be avoided when conducting cross-country skiing:

**Sun Crust Snow.** Snow that has had the upper layer melt and then refreeze. Usually on top of powder snow, sun crust snow is stronger than the powder snow below it due to the refreezing. This snow can be dangerous to cross-country ski on if on a slope; the crust may give way and a person may lose their footing. Cross-country skiing on a flat surface over sun crust snow can be difficult as the skis break through the crust and can hook into the crust on the return. The constant hooking and breaking in sun crusted snow can quickly tire the cross-country skier.

**Corn Snow.** Corn snow occurs after thawing, usually in the spring. It is produced during the cycle of melting and refreezing in the accumulated snow. The structure of the snow is very grainy. Corn snow can be strong enough to carry weight, but can also indicate the presence of rotten snow, which is very dangerous.

**Rotten Snow.** Caused by repeated melting and freezing and is found mostly on the south side of hills, or in lower levels of snow. Water will seep to the lower layers and will not freeze because it is insulated from the weather by the covering snow layer. Rotten snow can resemble very small icicles, or candle ice. This snow is dangerous. Sudden drops and holes may exist under the surface of the snow. Falling and injury are highly possible.

**Slush Snow.** When the air temperature becomes warmer than the freezing point, the snow begins to melt and the water content becomes high. Slush snow absorbs water from melting snow. Slush snow is recognizable by depressions in the snow with darker or bluish snow areas. These areas show holes in the ice or an accumulation of water on the surface of the ice.

## CROSS-COUNTRY SKIING TECHNIQUES

### Falling Down

Falling down is a common occurrence when cross-country skiing. It is not the falling that is difficult when cross-country skiing; getting up after the fall is what most struggle with.

When losing balance and about to fall:

1. Check the area for rocks or tree stumps to avoid, if possible.
2. Sit down to one side or the other of the skis.
3. Keep the legs below the rest of the body.
4. Dig the skis into the snow to stop any forward momentum.

To get up after a fall:

1. Roll onto the back and stick legs, arms, skis and poles into the air to untangle them.

2. Bend the knees and place the skis flat on the ground, concurrently sliding the hips towards the feet and the backs of the skis under the behind.
3. Come to one knee (plant the poles at the sides to assist).
4. Stand up.

### Stopping

For their own safety and for the safety of those around them, it is extremely important that cadets are able to slow down and stop themselves on flat ground and on hills. The principles for both are the same and require the cadet to have constant control of their body and their skis. A cross-country ski glides most effectively when it is flat on the ski base. A ski begins to lose forward momentum as soon as it is tipped to either edge.

Therefore, to stop, the skier must tip the ski to the edge—this is called edging.



The wedge position is sometimes referred to as the snowplow position. Some may be more familiar with this term as it is also used in downhill skiing.

There are two types of wedging:

- the half wedge, and
- the full wedge.

To slow down / stop using the half wedge:

1. Decide which ski to move into the half wedge position.
2. Keep the skis parallel to each other.
3. Move into the half wedge position by:
  - (a) bringing the knees together;
  - (b) keeping the tips of the skis together; and
  - (c) moving the tail of the desired ski outward by pushing the heel out and the toes inward.
4. Angle the inside edge of the wedged ski into the snow by rolling the ankle inward (the more the edge is angled into the snow, the faster the skier will slow down / stop).

To slow down / stop using the full wedge:

1. Sink into a crouch.
2. Bring the knees together and point them toward the tips of the skis.
3. Keep the tips of the skis together (but not touching).
4. Move the tails of the skis outward by pushing the heels outward and the toes inward.
5. Angle the inside edges of the skis into the snow by rolling the ankles inwards (the more the edge is angled into the snow, the faster the skier will slow down / stop).

### Changing Direction

Whenever on cross-country skis there is always a requirement to change direction of travel. It is a fairly simple process that requires practice in order to perfect.

Changing direction can be carried out by picking up the tip, the tail or the entire ski, one at a time, and moving it toward the new direction of travel—then repeating the process with the other ski. Depending on the degree of the turn, the skier may need to complete this process a number of times before reaching the desired direction.

To change direction:

1. Assume the half-sitting position.
2. Move the left (right) ski forward until the left (right) boot toe is just ahead of the right (left) boot toe.
3. Lift the tip of the left (right) ski about 30 cm (1 foot) off the ground.
4. Move the lifted ski slightly to the left (right), about an arc of 30 degrees.
5. Place the left (right) ski on the ground and transfer the weight to it.
6. Bring the right ski around, in the same manner, to meet the left ski.
7. Repeat Steps 2–6 until facing the desired direction.

### **Poling**

There are two different poling techniques that a cross-country skier can use, to include:

**Diagonal Poling.** Uses the pole opposite of the gliding ski to create additional forward motion of the skier. The skier plants and pushes with only one pole at a time.

**Double Poling.** Simultaneously uses both poles to propel the skis and skier forward. Used to go down gentle slopes in order to gain speed and on flats when the skier is not using the diagonal stride.

The following poling principles should be considered:

- Poles cannot push forward unless they are angled to the rear.
- The skier gets a stronger push when their arms are bent rather than straight.
- Pushing the pole back rather than down converts more of the skier's energy into forward motion at the end of a stroke.
- The skier should use their body weight, not just their arms, and pull with their core to move forward.

To diagonal pole:

1. Assume the half-sitting position.
2. Move the left ski so that it is forward of the right ski.
3. Lean forward.
4. Transfer the weight to the left ski.
5. Plant the right pole just ahead of the left ski boot (to the right of the path that the right ski will take).
6. Simultaneously push off with the left ski and push the right pole.
7. Recover by lifting the left pole.
8. Repeat the process with the other pole.

To double pole:

1. Assume the half-sitting position.
2. Keep the elbows close to the body.
3. Lean forward to round the back.
4. Plant the poles just ahead of the ski boots.
5. Contract the abdominal muscles.

6. Push forward and extend the arms back.
7. Stand up.
8. Allow the arms and poles to swing forward.
9. Prepare for the next pole plant.

### **Executing the Diagonal Stride**

When cross-country skiing, the most frequently used technique to move forward is by executing the diagonal stride. It is called the diagonal stride because the right leg and the left pole (and vice versa) work together to move the skier forward. The diagonal stride technique makes for greater forward thrust and easy balance.

### **Ascending Hills**

The biggest factor that affects a skier's ability to traverse up a hill is grip. Grip comes from the skier staying over their feet and pushing their skis straight down into the snow. There are two different techniques that can be used to ascend hills: herringbone and side step.

**Herringbone.** A technique used to climb straight up a hill on the inside edges of the skis with the tips farther apart than the tails. A skier using the herringbone technique to ascend a hill leaves an imprint that resembles the skeleton of a fish.

To use the herringbone technique to ascend a hill:

1. Place skis into a 'V' formation with the tails close together.
2. Turn the legs out.
3. Transfer the weight onto the left (right) foot.
4. Lift up the right (left) ski and move it forward.
5. Plant the left (right) pole behind the left (right) ski.
6. Repeat until reaching the top of the hill.

**Side step.** A technique where the skier places their skis horizontal to the hill and moves upward using short side steps. A skier uses the side step when a hill gets too steep, the snow becomes too deep, or the herringbone becomes too tiring.

To use the side step technique to ascend a hill:

1. Place the skis horizontal to the hill to be ascended.
2. Keep the body upright and centred over the skis.
3. Move the torso sideways and up the hill.
4. Plant the pole ahead of them.
5. Lift and move the ski up.
6. Dig the edge of the ski into the snow.
7. Repeat until the top of the hill is reached.

### **Descend a Hill**

The most important factors to descending a hill safely are balance and control. A skier should never just turn their skis downhill and go—the descent must always be controlled. In other words, the skier must always be ready to slow down or stop.

When descending a hill:

1. Adopt the half-sitting position.

2. Keep the head up and look forward.
3. Move the skis so that they are just under shoulder-width apart.
4. Ensure the feet are flat on the skis.
5. Look down the slope to make sure there are no obstacles.
6. Drop the hands to thigh level.
7. Hold the pole shafts toward the back, keeping the tips off the snow.
8. Glide down the hill.
9. Slow down / stop by executing a full wedge.

#### **SUGGESTED RESOURCES**

ISBN 0-88011-652-8 Gaskill, Steven. (1998). *Fitness cross-country skiing*. Windsor, ON: Human Kinetics.

## HIKING

### INTRODUCTION

Hiking is an activity of vigorous walking in the outdoors / wilderness on an unpaved trail, either on a path or navigating along an unmarked route. It offers an alternative learning environment and allows cadets to explore the outdoor surroundings. The level of challenge can be adjusted by varying the location / terrain of the hikes.

### EQUIPMENT

**Water Carrier.** Carrying water during a hike requires a lightweight water bottle with a tight lid that is easily refillable. Choose a water bottle that can withstand the temperatures of frozen or hot liquids.

**Extra Food.** It is always advisable to bring extra food on a hike. Snacks such as granola bars, GORP (good old raisins and peanuts), chocolate bars, and dried fruit will provide the hiker with an energy boost. In an emergency situation they may also increase chances of survival.

**Extra Clothing.** Extra clothing includes an additional layer of warm clothing and a rain coat. A light down vest, sweater, or fleece jacket will provide insulation should the weather be cooler than expected, and during breaks when sweat evaporates and the body cools. Rain coats may also be used in building a shelter in an emergency situation.

**Sunscreen.** The skin will burn when the amount of exposure to the sun, or ultraviolet light source, exceeds the ability of the body's protective pigment to protect the skin. According to the Canadian Dermatology Association a minimum of SPF 15 with UV-A and UV-B protection should be worn.

**Sunglasses.** Hikers should always wear sunglasses to protect their eyes against damage from the sun's light. This is especially important in the winter, as snow blindness is a prevalent injury.

**Hat.** A wide-brimmed hat will protect the back of the neck, ears, and face from burning. A toque in the winter will keep the hiker's ears warm and stop the escape of heat from the head.

**Insect Repellent.** Mosquitoes and black flies can spread disease and have a negative impact on a hike. Wear loose-fitting clothing with closed cuffs and apply insect repellent to ward off unwanted insects.

**Survival Kit.** Having a survival kit is a must during any hiking trip. It should include water purification tablets, a light source, waterproof matches, a signalling device and first aid materials.

**Notebook and Pencil.** Having a notebook and pencil will allow cadets to keep a log of the hike, such as route details, trail condition, trail difficulty, and general observations. This will provide the cadets with beneficial information for planning other hikes. It will also provide a record of the experience.

### ACTIVITY GUIDELINES

#### Terrain Difficulty

A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, uses the Yosemite Decimal System (YDS) to rate trail difficulty levels. YDS has a scale from 1–5 and it rates the hardest / most technical section on a terrain / route. It also provides ratings for travel over flat terrain.

**Class 1.** Hiking, usually on a trail.

**Class 2.** Simple scrambling, crossing obstacles with the occasional use of hands, requires route-finding skills, may be backcountry dense bush.

**Class 3.** Angle is steep enough that hands are required for balance; scrambling on rocks using hands and feet, a rope might be carried.

**Class 4.** Simple climbing, often with exposure requiring a rope belay. A fall could be serious or fatal. Natural protection can usually be easily found.

**Class 5.** Technical rock climbing begins. Climbing involves the use of ropes, belays, and the placement of natural or artificial protection for the leader in case of a fall. An open-ended decimal extension to Class 5 exists for rating climbs within this category.

### Types of Terrain

**Easy Terrain.** Terrain is flat and footing is secure. Forest roads, trails following streams and rolling hills are generally easy walking.

**Moderate Terrain.** Terrain with a trail that is mostly solid under foot with either one fairly steep hill or a series of small hills or forest floors with light underbrush.

**Difficult Terrain.** Any terrain in which a person ascends or descends over 150 m in 1 km. It can also consist of patches of dense forests, thick vegetation and rocky trails / root-covered trails.



Terrain for this activity shall be limited to Class 1 terrain difficulty, and to Easy or Moderate type of terrain.

## **HIKING TECHNIQUES**

An average day of hiking will consist of periods of hiking and periods of rest. The combination of good hiking rhythm, hiking speed, and fixed rest intervals separate beginners from experienced hikers. Enthusiasm often tends to cause one to start too fast, get tired quickly, take an early rest, and start off too fast again.

### **Stride Rhythm and Speed**

A steady hiking rhythm is generally more enjoyable as one over-exerts themselves less and keeps the physical strain at comfortable levels. Having a steady rhythm will enable the cadets to stick to a fixed schedule and lessen the strain put on the body.

### **Developing a Hiking Rhythm**

A hiking rhythm is very personal and is developed over the course of many hikes. Here is how:

- Choose a specific stride rhythm and speed and keep to it. A good rhythm is one that allows the cadet to hike at the same intensity level for at least one hour without having to take a break.
- Adjust rhythm to terrain, weather and weight. The point where a cadet can no longer carry on a conversation indicates that they have gone beyond a comfortable rhythm.
- Make the rhythm a full-body movement where breathing and swinging of the arms happen in harmony. Uneven surfaces (eg, uphill / downhill) can make it difficult to maintain a steady rhythm.

### **Controlling Fatigue**

The purpose of resting is to slow down the heart rate and breathing. Resting gives the body time to get rid of the lactic acids built up in muscles, and to recover from hot spots or sores.

Resting guidelines:

- Rest in regular intervals; try 10 minutes for every hour hiked (make them part of the rhythm). 10 minutes is the most effective rest duration for body recovery.
- Take off backpacks, rest in the shade, and sit down during rests.
- Use only lunch and dinner (supper) breaks as extended rest periods. During these extended breaks, allow feet to rest and dry by removing shoes, and airing out footwear.

### **Full Body Synchronization**

Hiking rhythm is a full body affair. Just like marching, hiking requires coordinated movements where every action has a reaction. The swinging of arms provides momentum, breathing controls pace, etc. To properly control rhythm, one must first learn what body parts work in unison. To employ full body synchronization during hiking, the arms should be in motion at a natural swing, opposite the forward foot.

## **SUGGESTED RESOURCES**

ISBN 0-7566-0946-1 Berger, K. (2005). *Backpacking & hiking*. New York, NY: DK Publishing, Inc.

ISBN 978-0-7153-2254-3 Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. Cincinnati, OH: David & Charles.

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## ICE SKATING

### INTRODUCTION

Ice skating increases the body's flexibility and endurance with very low impact. It boosts the cardiovascular system while also improving balance and agility.

### EQUIPMENT

- Helmets, and
- Ice skates.

### ACTIVITY GUIDELINES

Ice skating shall be conducted at an established ice skating venue such as an ice rink.

### ICE SKATING TECHNIQUES

**Walking.** Many rinks will have a rubber mat on which the cadets can practice walking in skates. When walking in skates, it is recommended to have the skate guards on the ice skates.

**First Time on Ice.** Have the first-time ice skaters move along the ice around the perimeter, so they can use the walls for support. There may be skating aids available to new ice skaters.

**Practice falling.** If a fall is anticipated, bend the knees and squat. When falling, hands should be quickly clenched into a fist to minimize the risk of injury from passing skaters.

**Getting Up.** To get up, ice skaters should get on their hands and knees and place one foot between their hands. Repeat with the other foot and lift up to the standing position.

**Moving.** To move, ice skaters should lean on their weak leg, then push in a diagonal direction outwards with the strong leg, pretending they are shovelling snow behind and to the right.

**Stopping.** To stop, bend the knees slightly inward and then push out with one or both feet. This creates pressure on the ice causing the feet to not slide out.

### SUGGESTED RESOURCES

Nil.

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## **INSTRUCTOR-LED DANCING**

### **INTRODUCTION**

Dancing is a social activity that encourages the development of cardiovascular endurance as well as developing strength and flexibility. The intensity of the dance can be modified to accommodate varying levels of fitness as well as ability.

### **EQUIPMENT**

Equipment will vary depending on the selected type of dance.

### **ACTIVITY GUIDELINES**

Dancing shall be structured, well supervised and conducted by a certified instructor or using a video that is conducted by a certified instructor.

This activity shall not be conducted as a social cadet dance.

### **SUGGESTED TYPES OF DANCE**

- Foxtrot,
- Highland Dancing,
- Hip Hop,
- Jitterbug (Swing),
- Line Dancing,
- Salsa, and
- Waltz.

### **SUGGESTED RESOURCES**

Jennifer Galardi. Certified Fitness Instructor. *Dance off the inches: Hip hop party*. 2007. [DVD]

Kristina Milova. Certified Fitness Instructor. *Dance off the inches: Dance it off ballroom*. 2008. [DVD]

Amy Blackburn. Certified Fitness Instructor. *Dance off the inches: Country line dance*. 2008. [DVD]

Desiree Bartlett. Certified Fitness Instructor. *Dance and be fit: Latin groove*. 2008. [DVD]

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## ORIENTEERING

### INTRODUCTION

By participating as an individual or as a member of an orienteering team, the cadets are given the opportunity to be active in a sport that will contribute to their living a healthy, physically active lifestyle.

### EQUIPMENT

- Prepared point-to-point orienteering course,
- Prepared point-to-point orienteering course map,
- Scorecards / control cards,
- Punches
- Description sheets,
- Stopwatches,
- Whistles,
- String / twine,
- Hand-held radios,
- Table,
- Chairs, and
- Marker tape.

### ACTIVITY GUIDELINES

Orienteering should be well supervised and conducted by an experienced instructor.

### BACKGROUND KNOWLEDGE

#### Point-to-Point Orienteering

Also known as cross-country orienteering, point-to-point orienteering requires cadets to determine their own routes from one known control to the next, in a specific order. The winner is the cadet(s) who completes the course in the shortest elapsed time.

Point-to-point orienteering is the most popular of orienteering events. One reason is that it is a battle of physical stamina and quickness of mind against other participants.

#### Scoring Equipment

**Control Markers.** Found at control points on an orienteering course, control markers consist of three squares joined together to form a hollow triangular shape. Control markers are divided diagonally bottom left to top right into two triangles. The top left-hand triangle is white and the bottom right-hand triangle is an orange-red colour.

Controls may be marked with a control identifier. This identifier may be some type of number / letter or combination of both. The identifier will be written in the top left triangle of the marker and will inform the orienteer that the correct control has been located.

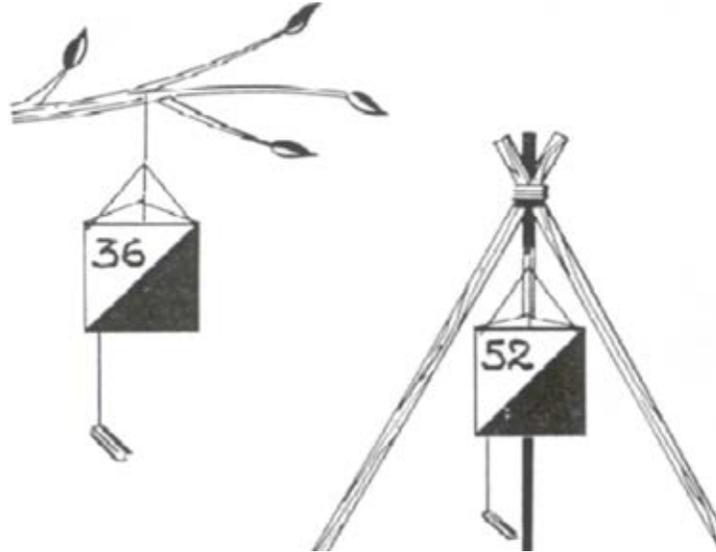
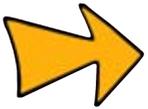


Figure F-1 Control Markers



Orienteering control markers can be created by using cardboard or plastic jugs.

**Punches (Clippers).** Attached to the control markers, the punch will often hang from the control marker. Each punch on an orienteering course is different and aids an orienteering competition by having the competitors use the punch on their scorecards in a specified order. Each punch has a different series of numbers or letters.

**Description Sheets.** The description sheets contain all the information on the competitor and their race, as well as International Orienteering Federation (IOF) symbols or written descriptions of the control points.

**Scorecards.** Also known as the control card, it is what the competitor uses to collect the stamps of the control markers on the course. It is handed in at the end of the race.

Orienteering® Control Point Card color 		CLASS <u>MI</u> COURSE <u>W</u> NO. <u>16</u> NAME <u>JOHN DOE</u> CLUB <u>NONESUCH</u> compass	FINISH <u>1:46:45</u> START <u>:18:00</u> TIME <u>1:28:45</u>	DETACH 		FOLD 					
ALL COMPETITORS MUST REPORT TO THE FINISH											
11	12	13	14	15	16	17	18	19	20	PLACE DAY CLASS <u>MI</u> NAME <u>JOHN DOE</u> CLUB <u>NONESUCH</u>	TIME <u>1:28:45</u> COURSE <u>W</u> color
1	2	3	4	5	6	7	8	9	10		

Figure F-2 Scorecard

### Orienteering Maps

The map scale is found at the bottom of the map title. The most common scales for topographical maps in Canada are 1:25 000 and 1:50 000. Common orienteering map scales are 1:5 000, 1:10 000, 1:15 000 and 1:20 000. This means that on a 1:5 000 scale map one unit on the map represents 5 000 units on real terrain. The smaller the map scale, the smaller the area is, and the more detail there is available to the competitor.

### Orienteering Techniques

**Folding and Holding the Map.** Folding the map involves the orienteerer gently folding the map so the route is showing, running along the direction of travel, with everything else folded out of the way. It helps the orienteerer see only the information pertaining to them at the time.

**Orienting the Map by Inspection.** A map is oriented when north on the map is aligned with north on the terrain. The orienteerer should pick two or three objects around them and then locate them on the map. The real landmarks and the ones on the map should line up.

**Thumbing Position.** The orienteerers should be holding the map so their thumb is placed on the map to mark their position, adjusting their thumb position to their location each time they stop to reference the map. It saves time, helping to quickly determine where the orienteerer is, no matter how many times they have to stop and look at their map. Two steps involved in this process are ensuring the map is held properly and holding the map so it is oriented north.

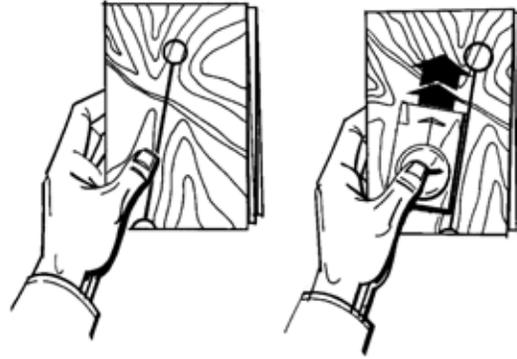


Figure F-3 Thumbing Position

**Determining Distance.** Orienteers should not rely on features for judging distance; they may no longer exist though they still appear on the map. The best way is step counting or pacing. This is determined by knowing how many steps or paces an individual takes in 100 m. To save time, an orienteerer should know this before beginning.

**Checking Off Features.** The orienteerer identifies linear features that appear before the control that will alert the orienteerer the control is nearby. As an orienteerer navigates toward the control, they have a mental checklist of the features as they come upon them.

**Handrails.** A handrail is a prominent linear feature that runs parallel to the direction the participant is supposed to go and leads to the control. A path between two points would be a handrail.

**Catching or Collecting Features.** Catching or collecting features is a technique for route evaluation that helps the orienteerer make a mental checklist of all the features they must collect or catch before they can get to their control. It is a large distinct feature situated across the line of travel on the route to, or beyond, the control. It must be a feature that is easy to recognize in the terrain, such as a large pond or power line. If it is situated in front of the control, it acts as an alert to the control. When situated beyond the control, it alerts the orienteerer that they have travelled past the point of the control.

**Attack Points.** Some points are located on small features that are not easily found. For this, the orienteerer might locate a larger feature as close to the control as possible. The orienteerer will look for this feature, called the attack point, run toward this point and then look for the control close by.

**Attacking From Above.** A control located on the side of a slope is easier for the orienteerer to find when they are coming down the slope. The orienteerer gets a better view of the terrain by looking down on it and is therefore able to find the best route to the control.

**Height Assessment Versus Detouring Around.** When a hill is between controls, a decision must be made by the orienteerer whether to go over or around. It must be decided if it is easier for the individual to climb the slope and possibly expend more energy, or to go around, which may be a longer route but easier to run due to level ground. The elevation of the slope may be a deciding factor.

**Long Easy Route Versus Short Tough Route.** A competitor must take into consideration the distance to travel both routes, and how quickly they will be able to travel over the terrain. This will be dependent on the vegetation that will be encountered.

#### **Route Evaluation Techniques Using The CART Acronym**

A systematic approach to map reading, represented by an acronym meaning:

- **Control.** What control is the orienteerer trying to find?

- **Attack point.** What is an attack point that is easy to identify? It should be close to and before the marker, distinct, prominent and easy to reach.
- **Route choice.** What is the best route to the attack point? This will depend on the nature of the terrain, the distance to be covered and the skills and abilities of the orienteerer.
- **Technique.** What is the best technique to use on each leg of the competition? This will depend on the terrain, distance and the individual orienteerer, but must be decided before starting the leg.



This may seem overwhelming for the novice orienteerer, but point out to the cadets that they would naturally use some of these techniques without realizing it.

### Start and Finish Routine

At the start of the event, the cadets will move to the starting line and wait for a blast from the instructor's whistle. At this point, a departure time must be written down on the recording sheet (as illustrated in Figure F-5).

Usually at the beginning of the event there will be an area called the starting grid. This gives the participants a three-minute preparation period prior to starting the event.

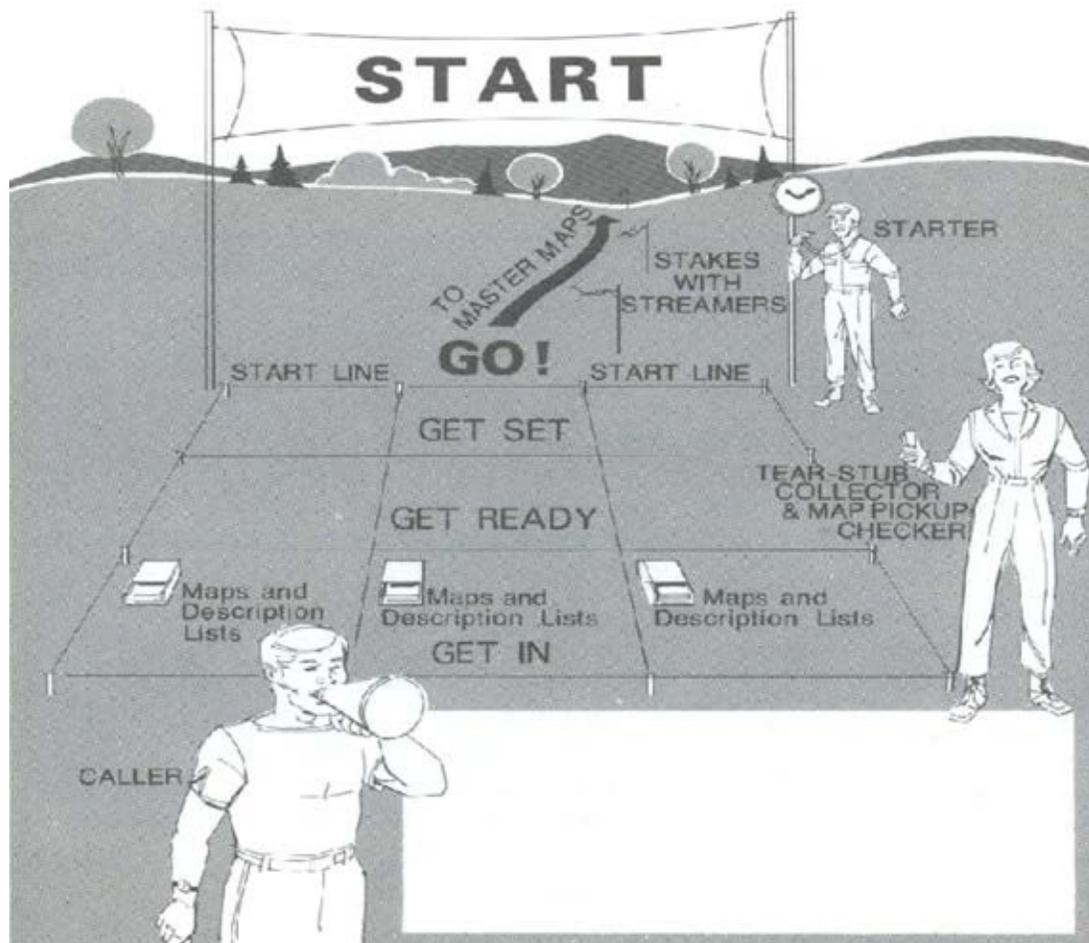


Figure F-4 Starting Grid



- Participants shall not damage property such as fences or equipment.
- Participants shall not enter / cross gardens, newly-planted fields or those with growing crops.

### **Safety Rules**

- Cadets should wear clothing that covers the full body.
- Cadets must carry a whistle during the event.
- Cadets should be familiar with the international distress signal (three blasts on a whistle).
- Cadets must report to the finish official and hand in their map and control card whether or not they complete the course.
- Cadets must aid injured persons they encounter during the event.
- Cadets must observe traffic rules when crossing roads or railways.
- Organizers shall provide safety bearing information.

### **Ethical Rules**

- Cadets should not follow others.
- Cadets should not discuss the course with others while on the course.
- Cadets who ask for assistance should be shown their location on the map and then report it to an official at the finish.
- Cadets who have finished their course should not divulge information about the course, map or terrain to others who have not started.
- Cadets shall respect the land and environment.

### **SCORING AND TIMING**

The finish line is where all scoring and timings will take place. It is important that the finish area allows officials to properly complete their tasks. Officials will have to record, calculate times and verify each orienteerer visited each control on the course.

When competitors finish, officials are responsible for four main tasks:

1. collecting control cards in order of finish,
2. calculating and recording finish times,
3. verifying control card punch patterns, and
4. displaying results.

### **SUGGESTED RESOURCES**

ISBN 0-02-029265-1 Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. New York: Hungry Minds, Inc.

Stott, W. (1987). *Armchair Orienteering II: A Practical Guide to Route Planning*. Winnipeg: Manitoba Orienteering Association.

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## ROLLERBLADING

### INTRODUCTION

Rollerblading increases the body's flexibility and endurance with very low impact. It boosts the cardiovascular system while also improving balance and agility.

### EQUIPMENT

- Rollerblades,
- Knee pads, elbow pads, wrist guards, and
- Helmet.

### ACTIVITY GUIDELINES

Rollerblading shall be conducted on smooth, paved surfaces such as established paths.

### ROLLERBLADING TECHNIQUES

**Start on Carpet or Grass.** Have new rollerbladers start on carpet or grass because the wheels will not roll. This allows them to get used to the increased height and its affect on their centre of balance.

**Falling and Getting Up.** Have new rollerbladers fall forward, sliding on their knee pads and wrist guards. If they feel like falling backwards, have them grab their knees. This will pull them forward, so they will either stay upright, or fall forward. Make sure the wrist guards impact at a sliding angle—not straight down, as this may cause a jarring impact that can cause injury.

**Practice Moving.** Have new rollerbladers get a feel for how to move. Have them take a few steps. Also have them move one foot forward while gradually increasing pressure on that foot until there is almost no pressure on the other. Have them do the same with the other foot until they are able to "glide" back and forth a few times.

**Move to a Hard Surface.** Concrete is ideal because the wheels will find friction easily while allowing movement more freely than carpet. Asphalt is not recommended for beginners because its smoother surface will force the wheels to roll more easily.

**Experiment.** Experiment. Practice turning, balancing on one skate, and walking.

**Braking.** Just like driving riding a bike, or even running, have the cadets anticipate where they want to stop. To brake, move one foot forward and bend the knee slightly and apply pressure on the heel.

### SUGGESTED RESOURCES

Nil.

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## **RUNNING**

### **INTRODUCTION**

Running is one of the most common activities to develop cardiovascular fitness. Running may be done at a variety of speeds, which enables the cadets to vary the intensity of the training session.

### **EQUIPMENT**

Running shoes.

### **ACTIVITY GUIDELINES**

Running shall be conducted in a dry, safe environment or indoors on an established running track.

## **RUNNING TECHNIQUES**

There are six main techniques for running, used to cover the distance at maximum speed with minimum effort; they are:

**Poise of the Head and Balance of the Body.** The poise of the head controls the balance of the body. The head should be held in alignment with the trunk, the neck muscles relaxed, and eyes looking ahead. The chest and hips should be kept square to the front. There should be no bending at the hips, either forward or backward. A conscious effort to maintain alignment may be necessary.

**Leg Action.** The legs are the driving forces behind the body, as well as the supporting power. When running, the toes should be pointed straight ahead, the knees should be lifted forward, and hip rolling should be avoided. The lower leg should be kept completely relaxed as it swings forward; the foot just clearing the ground. Do not use a bouncing or bounding stride in which the body weight is shifted upwards unnecessarily.

**Arm Action.** While running, the arms act as speed and balance controllers. The most efficient direction for the swing of the arms is forward and inwards, partly following the direction of the body and partly in towards the centre of gravity of the body. Shoulder movement should be reduced to a minimum. Shoulder rolling and shoulder shrugging should be avoided. Avoid contracting the muscles of the neck. Each person will find the most comfortable height for carrying the hands.

**Limb Coordination and Rhythm.** These come automatically to maintain body balance and ensure smooth movement. A change or break of rhythm leads to less efficiency and greater fatigue.

**Relaxation.** A certain degree of relaxation comes naturally, but increasing relaxation of the upper body during running may take practice and concentration. When increases in relaxation occur during running, more efficient motion will take place, resulting in distance being covered in less time.

**Breathing.** Breathing in and out should be done through both the nose and the mouth. Inhale mostly through the nose and exhale mostly through the mouth. Breathing should follow an automatic rhythmical rate set by limb movement.

### **Duration of a Training Session**

All running activities should begin with a warm-up. The main part of a running training session may be a straight distance run, around a track, on a road, or cross-country. A minimum of 15 and preferably 20 minutes of sustained running is required to increase cardiovascular fitness. Running for time or distance will aid in increasing fitness levels. The cool-down should include slowing the pace of the run and flexibility exercises. It is essential that the heart rate is brought below 100 beats per minute before the cool-down is considered complete.

### **Alternating Terrain**

Running on alternating terrain may be conducted on a course laid out along roads, across fields, over hills, through woods, or on any irregular ground. Running on alternating terrain provides a break in routine. Many runners prefer to follow cross-country trails rather than run on tracks or roads.

## **SUGGESTED RESOURCES**

ISBN 0-684-85455-4 Bingham, John. (1999). *The courage to start: A guide to running for your life*. New York, NY: Fireside.

## SKIPPING ROPE

### INTRODUCTION

Skipping will help improve cardio-respiratory (heart and lungs) fitness, flexibility and co-ordination. As a high-impact exercise, skipping is great for building bones and a good exercise to lose weight and define muscle mass.

### EQUIPMENT

- Running shoes, and
- Skipping rope.

### ACTIVITY GUIDELINES

To help prevent injury, running shoes shall be worn during skipping rope exercises.

Skipping to music, combining different foot combinations and also adding circuit exercises helps maintain interest while skipping.

### SKIPPING ROPE TECHNIQUES

**Running on the Spot.** Run on the spot with the rope passing underneath between each step.

**Side Rope Swings.** Push the skipping rope to the side by moving both hands to one side. On the next skip, bring the rope back to the middle so it goes around the body. This movement is great for transitioning from one combination to another and can be used to relieve arm tension.

**High knees.** After each skip, bring the knee up to the chest. Attempt to bring each knee up as high as possible to activate the hip flexors and extensors and the abdominal musculature.

**Heel to Toe.** Alternate landing on the toes of your feet and on the heels of your feet. Be careful when landing on the heel—it should be a soft landing.

**Split Jumps.** On each skip, alternate one foot forward and one foot back. Land on the toes of each foot.

**Criss-Cross.** The feet cross and uncross each jump. Alternate between crossing the left foot with the right foot and the right foot with the left foot. Use different combinations of each cross-over. This improves your coordination and focus.



Figure I-1 Criss-Cross Pattern

**Double Jumps.** Jump high enough and swing the rope fast enough so the rope goes around twice for each jump.

**One Foot Jumps.** Skip on one foot instead of two. This version works the calf muscles. The number of jumps per foot (double jumps) or the way you land on each foot (heel to toe) can be varied to create and maintain interest.

**One + Combo.** This is a combination of the one foot jumps and the side rope swing. Do one one-foot-jump on each foot, then do a side swing. Do two one-foot-jumps on each foot then a side swing. Next is three one-foot-jumps and a side swing. Continue progressively increasing the number of jumps.

**Two-By-Two Combo.** Jump twice on the right foot and twice on the left foot; continue alternating. This combo can be increased to a three-by-three combo or a five-by-five combo.



Figure I-2 Split Jumps Pattern

## SUGGESTED RESOURCES

Heart and Stroke Foundation of Canada. (2011). *Skipping skills posters*. Retrieved November 10, 2011 from [http://www.jumpropeforheart.ca/Content/Files/SkillsPosters\\_2011\\_E.pdf](http://www.jumpropeforheart.ca/Content/Files/SkillsPosters_2011_E.pdf)

## SNOWSHOEING

### INTRODUCTION

Snowshoeing is an aerobic activity that involves walking through the snow and is an easy skill to learn. It tones your entire body while providing an excellent cardiovascular workout; it strengthens leg and heart muscles and improves delivery of oxygen to muscles. People can immediately walk on snowshoes even if they have never worn them before. Snowshoeing helps improve the cardiovascular and muscular strength components of fitness.

### EQUIPMENT

**Snowshoes.** The chart below is a rough guide to follow when in a standard condition of wet powder snow.

Snowshoe Size	Carrying Capacity
20 cm by 56 cm (8 inch by 22 inch)	68 kg (150 lbs)
20 cm by 63 cm (8 inch by 25 inch)	90 kg (200 lbs)
22 cm by 43 cm (9 inch by 34 inch)	113 kg (250 lbs)
24 cm by 86 cm (9.5 inch by 36 inch)	136 kg (300 lbs)

The smaller the snowshoe, the better it will be for climbing over blow downs (fallen trees and bushes) and through brush. The larger the snowshoe, the better flotation on top of snow.

**Bindings.** The binding attaches the foot to the snowshoe securely, preventing the heel from sliding from side to side, even when travelling across a slope. Bindings most often fit a wide range of boot sizes. In any category of snowshoe, the binding should be made of hardy, flexible rubberized nylon straps, with buckles that do not loosen or freeze and are easily manipulated even when wearing mittens. The bindings must not be fastened too tightly where circulation may be cut off, as the chances of frostbite will increase.

**Poles.** Telescoping trekking poles are the most versatile choice for snowshoeing. These poles provide better balance and reduce the amount of stress on the knees, shoulders and back. They absorb some of the impact the body would otherwise absorb. The poles, rather than the body, absorb shock, reduce arm and leg fatigue and improve endurance. While snowshoeing, they help a person keep balance while climbing inclines or when backing out of an area in deep snow. Although trekking poles are generally not required when snowshoeing, they are a helpful accessory.

## ACTIVITY GUIDELINES

Snowshoeing shall be limited to new fallen snow, powder snow, and wind-packed snow.

**New Fallen Snow.** Very loose and light. The snowflakes still have multiple branches. If new snow is dry, it is feathery; if damp, it quickly consolidates into a stage of settled snow.

**Powder Snow.** New, untouched freshly fallen soft snow. It can give the feeling of floating in a weightless environment. Powder snow can be packed in thick layers that form a natural pillow. Powder snow has a low moisture content, as almost 97 percent of it is air.

**Wind-Packed Snow.** Snow blown from one direction, compacted by the force of the wind. Wind-packed snow is created by the pressure exerted by wind, causing a form of cold-heat hardening.

The following types of snow should be avoided when snowshoeing:

**Sun Crust Snow.** Snow that has had the upper layer melt and then refreeze. Usually on top of powder snow, sun crust snow is stronger than the powder snow below it due to the refreezing. This snow can be dangerous to snowshoe on if on a slope; the crust may give way and a person may lose their footing. Snowshoeing on a flat surface over sun crust snow can be difficult as the snowshoes break through the crust and can hook into the crust on the return. The constant hooking and breaking in sun crusted snow can quickly tire the snowshoer.

**Corn Snow.** Corn snow occurs after thawing, usually in the spring. It is produced during the cycle of melting and refreezing in the accumulated snow. The structure of the snow is very grainy. Corn snow can be strong enough to carry weight, but can also indicate the presence of rotten snow, which is very dangerous.

**Rotten Snow.** Caused by repeated melting and freezing and is found mostly on the south side of hills, or in lower levels of snow. Water will seep to the lower layers and will not freeze because it is insulated from the weather by the covering snow layer. Rotten snow can resemble very small icicles, or candle ice. This snow is dangerous. Sudden drops and holes may exist under the surface of the snow. Falling and injury are highly possible.

**Slush Snow.** When the air temperature becomes warmer than the freezing point, the snow begins to melt and the water content becomes high. Slush snow absorbs water from melting snow. Slush snow is recognizable by depressions in the snow with darker or bluish snow areas. These areas show holes in the ice or an accumulation of water on the surface of the ice.

## SNOWSHOEING TECHNIQUES

Snowshoeing is a very easy skill to learn. People can immediately walk on snowshoes even if they have never worn them before. However, there are techniques that will greatly improve these abilities while snowshoeing over snow-covered terrain.

### Striding

To conserve energy when snowshoeing on soft snow, lift the snowshoe to clear the snow and thrust forward to complete each pace. The rest step allows for momentary pauses between steps. With practice, one can adjust the length of the pause to the state of fatigue. As one steps forward, thrust the front snowshoe out and let it plop down, or stamp it firmly into place. Straighten and lock the rear knee joint so the tendons and cartilage are holding weight and pause and relax the thigh muscles, using the poles to maintain balance. Bring the rear leg ahead, thrust the snowshoe out, place it, lock what is now the rear leg, relax momentarily and repeat. The effect is to rest the legs during the time they are actually working hard. A couple of seconds of work with a couple of seconds of rest make it possible to keep going steadily without long stops.

### **Executing Kick Turns**

Kick turns are performed when a change in direction is required. It is commonly used in an enclosed area along the trail. The steps in performing a kick turn are:

1. Lift one leg and swing it back, and then kick it forward and upward.
2. At the top of the kick, just as the tail of the snowshoe clears the snow, turn the foot 180 degrees.
3. Lower and plant the foot in the snow, with the front of the foot facing to the rear.
4. Shift the body weight to the foot facing 180 degrees to the rear and then lift the other foot.
5. Bring the foot over the trailing edge of the planted snowshoe and face the new direction.

### **Crossing Obstacles**

Obstacles such as fallen trees, logs, tree stumps, ditches and small streams can be stepped over. Care must be taken not to place too much strain on the snowshoe ends by bridging a gap, since the frame may break. In shallow snow, there is a danger of catching and tearing the webbing on tree stumps or snags that are only slightly covered. Never bridge two obstacles together with the snowshoes. When jumping over obstacles do not let the tails of the snowshoes fall downward. If the tail of the snowshoe is vertical upon landing, it will strike the snow first and may result in a fall. When possible, find an alternate route around the obstacle.

### **Ascending Hills**

The method chosen to walk uphill will depend on the angle of the incline and the condition of the snow. The following techniques can be used when navigating uphill.

**Step kick.** When going straight up a hill, this is the most efficient method on firm or hard packed snow where traction is not a concern. Kick the toe of the snowshoe in the snow ensuring that it is firmly planted before shifting weight to the snowshoe.

**Edging.** Used when walking up a steep slope. Performed by kicking the snowshoe sideways into the slope, or moving the boot heel as far toward the uphill side of the slope as possible. Stamp the snowshoe down, forcing the outside edge of the snowshoe into the slope. When edging, the body will be perpendicular to the slope.

**Switchbacking.** Used to travel a slope that is fairly steep and is covered in deep powder snow. Ascend the hill by walking across the slope at an angle that is comfortable and not steep enough to allow the snowshoes to slip. To turn back (switchback) to the right, firmly stamp the left snowshoe in the snow and make sure it will hold. Shift the weight to the left foot, face the slope, and then swing the right snowshoe around to point it in the direction of the next switchback and firmly stamp it into the snow. Ensure that the tail of the right snowshoe is not placed on the left snowshoe. Stamp the right web into the snow and gently shift the body weight to step on it. To make a left turn, reverse the procedure.

### **Descending Hills**

The method that is chosen to walk downhill will depend on the angle of the incline and the condition of the snow. The same techniques for ascending hills are used to descend. When descending a hill a person should follow the following guidelines:

- Do not lean forward by bending at the waist. This is a normal tendency for beginners and will increase the chance of falling forward.
- Avoid leaning back on the snowshoes, as if digging in the heels. This will increase the chance of the snowshoes sliding out from under the snowshoer.
- To assume a safe posture, stand straight up, balance the body straight over the foot, slightly bend the knees to compensate for changes, and then relax.

### **Breaking Snow**

In loose snow, the trailbreaker may have several extra pounds of snow on the snowshoes. The snow falls on top of the webbing when walking and sinking in deep snow. This extra weight will exhaust the trailbreaker at a faster rate than the followers. When the trailbreaker feels they can no longer move forward at a progressive pace, they should step to the side and drop to the rear as the rest of the party moves past.

### **SUGGESTED RESOURCES**

Edwards, S. & McKenzie, M. (1995). *Outdoor pursuits series: Snowshoeing*. ISBN 0-87322-767-0. Windsor, ON: Human Kinetics Inc.

Savignano, P. (2001). *Basic essentials: Snowshoeing*. ISBN 0-7627-0629-5. Guilford, CT: The Globe Pequot Press.

## SWIMMING

### INTRODUCTION

Swimming is a fun activity that can include doing laps, playing games and aqua aerobics.

### EQUIPMENT

The equipment required will depend on the selected swimming activity.

### ACTIVITY GUIDELINES

This activity shall be conducted IAW A-CR-CCP-030/PT-001, *Water Safety Orders*, Chapter 6.

### SWIMMING GAMES / ACTIVITIES

**Whirlpool.** Have the cadets stand in a circle holding hands, in the shallow end of the pool. Have the group start walking in a clockwise direction, moving faster and faster creating a whirlpool. Once the group has gained momentum, count to three and have the cadets let go. The whirlpool will spin the cadets outwards.

**Sharks and Minnows.** This is a game of tag, where one cadet is designated the “shark” and the rest “minnows”. The minnows must constantly move in the water trying to avoid being tagged by the shark.

**Aqua Aerobics.** Aqua aerobics is an excellent activity for those who have suffered injury or are beginning cardiovascular fitness training as it causes little stress on the joints. If it is selected, it shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

### SUGGESTED RESOURCES

Karen Westfall, Aqua Fitness Expert. *Aqua Combo Splash*. N.D. [DVD]

Katz, Jane. (2003). *Your water workout: No-impact aerobic and strength training from yoga, Pilates, tai chi and more*. ISBN 978-0767914826. USA: Broadway Books.

Kidspot. (2011). *Pool water*. Retrieved November 28, 2011, from [www.kidspot.com.au/kids-activities-and-games/Pool-Water+8.htm](http://www.kidspot.com.au/kids-activities-and-games/Pool-Water+8.htm)

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## **MUSCULAR STRENGTH EXERCISES USING THE BODY, BALANCE BALLS, RESISTANCE BANDS, AND WEIGHTED BALLS AND BARS**

### **INTRODUCTION**

Well-structured resistance training can provide youth many health benefits, such as preventing injuries, increasing strength / endurance / power, and assisting to build strong, healthy bones.

### **EQUIPMENT**

- One balance ball per cadet, and/or
- Resistance bands / weighted balls / weighted bars (various resistance levels / weights), and
- One mat per cadet.

### **ACTIVITY GUIDELINES**

Activities using equipment shall be conducted by a F&SI trained in its use or a certified trainer.

Choose a training area that has adequate space (eg, balance balls may roll around very easily).

Conduct each new exercise using the following method (If the exercises are used as part of a circuit, introduce them all before the cadets start the circuit):

1. Demonstrate the complete exercise.
2. Demonstrate the starting position and have the cadets adopt the starting position.
3. Demonstrate the subsequent movements and have the cadets complete each movement.
4. Demonstrate the complete exercise and have the cadets complete the entire exercise.

#### **Safety**

To avoid injury and maximize the effectiveness of the exercise, have the cadets complete the movements in a slow, deliberate, and controlled manner. Have them use lightweight equipment.

Ensure the balance balls are sized to the cadets. Cadets should be able to sit on the ball with their feet touching the ground and legs at a 90-degree angle or slightly more.

Instruct the cadets to maintain a good grip on the equipment and to not let go of resistance bands during the exercises as they might snap back and cause injury.

### EXAMPLES OF RESISTANCE EXERCISES USING THE BODY

**Push Up.** Lay face down and place the hands under or slightly wider than the shoulders with fingers stretched out. Straighten the legs with feet slightly apart and tuck the toes under the shins. Push up with the arms until they are straight, keeping the legs and back aligned. Lower the body using the arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.



Figure L-1 Push Up

**Curl Up.** Lay on the floor with the back and head down. Place the feet flat and legs slightly apart. Feet should be extended as far as possible from the buttocks while still allowing feet to remain flat on the floor. Rest the palms on the mat with the arms straight, parallel to the trunk, and fingers stretched out. Curl up slowly, keeping the heels in contact with the floor.



Figure L-2 Curl Up

**Lunge.** Stand with one leg forward and one backward. Slowly bend the knees, lowering into a lunge while keeping the front knee and back knee at 90-degree angles. Keeping the weight in the heels, push back up to starting position.



Figure L-3 Lunge

**Squat.** Stand with feet shoulder-width apart. Push the hips back while bending at the knees, as if sitting into a low chair. Push through the heels and extend the knees to return to the start position.



Figure L-4 Squat

**Bridge.** Lay on the floor with hands by the sides, knees bent and feet flat on the floor. Keeping the head and shoulders on the floor, raise the hips up to create a straight line from the knees to the shoulders. Hold for 20–30 seconds.



Figure L-5 Bridge

### SUGGESTED RESOURCES

ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). Fitness for life: Updated fifth edition. Windsor, ON: Human Kinetics.

## EXAMPLES OF BALANCE BALL EXERCISES

**Ball Crunch.** Lie on top of the ball with the lower back resting on the ball, fingers behind the ears. Pull the stomach in and curl the head and torso up towards the knees. Lower to the start position.



Figure L-6 Ball Crunch

**Ball Plank.** Place the forearms on the ball and raise the chest, so the elbows are under the shoulders. Extend the legs behind on the floor. The body should form a straight line from ankles to head. Pull the shoulder blades back and down, and brace the abs. Hold this position for 30 to 60 seconds.



Figure L-7 Ball Plank

**Ball Push Up.** Begin with the hands set slightly wider than and in line with your shoulders, and shins resting on the ball, forming a straight line with the body from shoulder to ankles. Lower the upper body towards the floor by bending the elbows. Push the upper body back to the original position by straightening the elbows. An alternate for this exercise is to complete the push up with the hands on the ball, placed under the shoulders and pushing up.



Figure L-8 Ball Push-Up

**Ball Jackknife.** Begin with the hands set slightly wider than and in line with your shoulders, and shins resting on the ball, forming a straight line with the body from shoulder to ankles. Roll the ball towards the chest by raising the hips and slightly rounding the back while pulling the ball forward with the feet. Pause, and then return the ball to the starting position by rolling it backwards.



Figure L-9 Ball Jackknife

**Ball Hand-to-Feet Pass.** Begin lying on the back with the ball held up with the hands above the chest. Raise the legs towards the ball with knees slightly bent and pass the ball from the hands to the feet. Move the ball towards the floor by lowering the legs. Raise the ball up towards the hands and pass the ball from the hands to the feet.

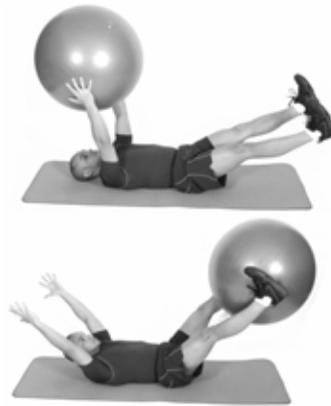


Figure L-10 Ball Hand-to-Feet Pass

### SUGGESTED RESOURCES

Mari Winsor, Certified Pilates instructor. *Winsor Pilates ball workout*. 2005. [DVD]

Allie DelRio Pointer, Firm Master Instructor. *The Firm: Core stability ball*. 2006. [DVD]

ISBN 9781856486637 Flett, M. (2003). *Swiss ball: For strength, tone, and posture*. New York, NY: Sterling Publishing Limited.

## EXAMPLES OF RESISTANCE BAND EXERCISES

**Bicep Curl.** Stand on the band with knees bent, holding the handles (or the ends) with the palms facing forward. While keeping the abs in, bend the arms bringing the palms toward the shoulders. Widen the stance on the band to add tension to the band. Return to start and repeat.



Figure L-11 Bicep Curl

**Tricep Extension.** Hold the band in both hands at shoulder level with the arms bent in front of the chest. Keeping the left hand stationary, straighten the right arm out to the side. Return to start. Repeat for the left arm.



Figure L-12 Triceps Extension

**Rear Delt Fly.** Hold the band in both hands, a few inches apart, with arms straight out in front at shoulder level. Squeeze the shoulder blades together and pull the band so that the arms are out to the sides like an airplane. Return to the start and repeat, keeping tension on the band the entire time.



Figure L-13 Rear Delt Fly

**Overhead Press.** Place both feet on the band and grasp handles / ends, bring the hands up just over shoulders with elbows bent and palms facing towards the ears. Press arms up over the head and then lower.

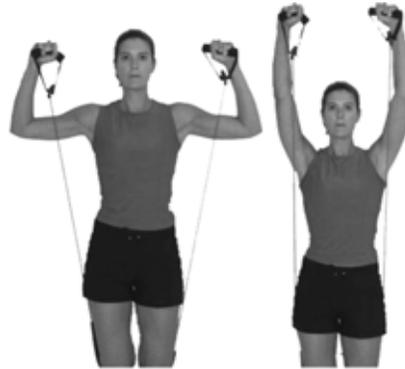


Figure L-14 Overhead Press

**Squats.** Stand on the band with feet shoulder-width apart, keep tension on the band by holding the ends of the band in each hand with the arms bent halfway up. Lower into a squat (as if sitting in a chair) keeping the knees behind toes. Pull on the band to add tension. Return to the start and repeat.



Figure L-15 Squats

### SUGGESTED RESOURCES

Paul Katami, Certified Fitness Instructor. *Paul Katami's A.S.A.P. Band Camp*. 2009. [DVD]

Alison Davis-McLain, Certified Group Fitness Instructor. *The Firm: Pilates Band*. 2006. [DVD]

ISBN 9781856487245 James, M. (2004). *Resistance band workout: A simple way to tone and strengthen your muscles*. New York, NY: PRC Publishing Limited.

### EXAMPLES OF RESISTANCE EXERCISES USING WEIGHTED BALLS

**Triceps Extension.** Stand with feet spread shoulder width apart (or sit on a chair / balance ball). Hold the weighted ball over the head with the elbows tucked in near the ears. Bend the elbows backward to lower the weighted ball behind the head. Raise the ball to the original position.



Figure L-16 Triceps Extension

**Figure of Eight.** Hold the weighted ball with the arms extended over the right shoulder and the knees bent. In one continuous motion bring the weighted ball down in front as if chopping wood, finishing when the ball is toward the left foot. Raise the weighted ball straight up over the left shoulder. Bring the weighted ball down in front using the same motion as the first part of the movement, finishing when the ball is toward the right foot. Repeat in a continuous figure of eight motion.



Figure L-17 Figure of Eight

**Weighted Ball Obliques.** Lay on the back with the knees bent up towards the chest. Place a weighted ball between the knees and hold in place with the knees. Slowly rotate the legs to one side. Return the legs to the centre. Repeat the movement for the other side.



Figure L-18 Weighted Ball Obliques

**Reverse Curls.** Lay on the back with the knees bent and feet parallel to the floor. Place a weighted ball between the knees and hold in place with the knees. Slowly raise the ball towards the chest. Slowly return the feet to the original position.



Figure L-19 Reverse Curls

**Weighted Ball Twist.** Sit on the floor with knees bent and feet placed flat on the floor. Hold a weighted ball straight in front with the arms in line with the shoulders. Keeping the back straight, lean back slightly. Slowly and in a controlled form, pull the abdominal muscles in and rotate the torso to the side. Return to the centre. Repeat the movement for the other side.



Figure L-20 Weighted Ball Twist

### SUGGESTED RESOURCES

Patrick Goudeau, National Academy of Sport Medicine (NASM) certified trainer. Patrick Goudeau's Play Ball. 2008. [DVD]

ISBN 9781585189007 Mediate, P. & Faigenbaum, A. (2004). Medicine ball for all training handbook. Monterey, CA : Healthy Learning.

### EXAMPLES OF RESISTANCE EXERCISES USING WEIGHTED BARS

**Bicep Curl** .Begin by grasping the weighted bar with an underhand grip about shoulder width apart. Begin with the bar resting at the thighs with the elbows slightly in front of the body. Bend the elbows to bring the bar up towards the shoulders without letting the elbows move behind the body. Return to the starting position.



Figure L-21 Bicep Curl

**Shoulder Hold Squat**. With feet about hip distance apart, bring the weighted up and over the head to and rest it on the back of the shoulders. Push the hips back while bending at the knees, as if sitting into a low chair. Push through the heels and extend the knees to return to the start position. Be sure not to pull on the bar during the squat, but rest the hands lightly on the underside of the bar during the movement.



Figure L-22 Shoulder Hold Squat

**Bent Over Row (Overhand).** Begin with the feet hip-width apart (or wider), grasping the weighted bar with an overhand grip. Tilt at the hips and let the bar hang at the knees. Hands should be just outside the knees to begin. Bend the elbows and pull back to bring the bar in towards the crease of the hip. Elbows should be tucked in close to the sides. Extend the elbows to return to the starting position.



Figure L-23 Bent Over Row (Overhand)

**Two Arm Chest Press.** Lay on the floor with knees bent so both feet are on the floor. Grasp the weighted bar in an overhand grip with hands slightly wider than shoulder width. Ensure the weighted bar begins directly over the chest with arms straight. Bend the elbows out to the sides to bring the bar towards the chest. Extend elbows to return to starting position.



Figure L-24 Two Arm Chest Press

**Reverse Abdominal Curl.** Lay on the floor with knees bent so both feet are on the floor. Place the bar underneath the knees and lift feet off the floor. Curl the bottom away from the floor to execute the reverse curl. Return to the starting position.



Figure L-25 Reverse Abdominal Curl

## SUGGESTED RESOURCES

Rob Glick, Bachelor of Science in Exercise Science. Body bar: Deep definition. 2003. [DVD]

ISBN 978-1-4027-3190-7 Cook, Greg & d'Almeida-Cook, F. (2006). Body bar: 133 moves for full body fitness. New York, NY: Sterling Publishing Co.

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## **PILATES**

### **INTRODUCTION**

Pilates was created by Joseph H. Pilates in the 1920s. This type of exercise focuses on strengthening the core muscles. This muscle-strengthening activity is also helpful for managing weight as it strengthens and lengthens core muscles without adding bulk. Pilates helps improve the muscular strength and muscular flexibility components of fitness.

### **EQUIPMENT**

One mat per cadet.

### **ACTIVITY GUIDELINES**

Pilates shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

### **SUGGESTED RESOURCES**

Ellen Barret, Certified Pilates and fitness instructor. *Crunch: Pick your spot Pilates*. 2002. [DVD]

Kristin McGee, Pilates master instructor. *Pilates for beginners with Kristin McGee*. 2009. [DVD]

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## STRETCHING

### INTRODUCTION

Stretching involves performing exercises to lengthen the muscles and improve flexibility. There are three types of stretching:

1. **Static Stretching.** Performing stretches without movement. An example would be a shoulder stretch done by pulling the arm across the body and holding the arm still for a minimum of 10 seconds.
2. **Proprioceptive Neuromuscular Facilitation.** Contracting the muscles before statically stretching them. An example would be using a towel to help with a calf stretch and contracting the calf by pushing the toes against the towel. The next part would involve pulling on the towel to stretch the calf muscle.
3. **Ballistic Stretching.** Using bobbing or bouncing causing the muscles to stretch. This type of stretching is not recommended for beginners as it can lead to injury if done improperly. This type of stretching is only recommended for experienced athletes.

### EQUIPMENT

One mat per cadet.

### ACTIVITY GUIDELINES

Have the cadets wear loose clothing that allows free, unrestricted movement.

Have the cadets participate in a general warm-up consisting of light cardiovascular activities that will help raise the heart rate and warm the muscles prior to doing any stretches.

### STRETCHES

Sample stretches are located at Attachment A. The stretches listed at Attachment A shall be conducted as static stretches. At no time shall any be conducted as ballistic stretches.

### SUGGESTED RESOURCES

ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

Bob Anderson, Graduate of California State University in Physical Education. *Stretching with Bob Anderson*. 1987. [DVD]

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## **TAI CHI**

### **INTRODUCTION**

In China it is believed that tai chi can delay aging and prolong life, increase flexibility and strengthen muscles and tendons. Tai chi is a centuries-old Chinese martial art that descends from qigong, an ancient Chinese discipline that has its roots in traditional Chinese medicine. It involves a series of slow, meditative body movements that were originally designed for self-defense and to promote inner peace and calm. Tai chi helps improve the muscular flexibility component of fitness.

### **EQUIPMENT**

One mat per cadet.

### **ACTIVITY GUIDELINES**

Tai Chi shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

Have the cadets wear clothing that allows free, unrestricted movement.

Keep training at a beginner level to allow all cadets to participate safely.

### **SUGGESTED RESOURCES**

Samuel Barnes. Certified Tai Chi Instructor. *Element: Tai Chi for Beginners*. 2008. [DVD]

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## **YOGA**

### **INTRODUCTION**

Yoga is a popular activity that includes attention to flexibility, relaxation, breathing, and strengthening. Through various yoga poses flexibility and range of motion can be improved. Yoga helps improve the muscular flexibility and muscular strength components of fitness.

### **EQUIPMENT**

One yoga mat per cadet.

### **ACTIVITY GUIDELINES**

Yoga shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

Have the cadets wear clothing that allows free, unrestricted movement.

Keep training at a beginner level to allow all cadets to participate safely.

### **SUGGESTED RESOURCES**

Colleen Saidman & Rodney Yee. Certified Yoga Instructors. *Rodney Yee's Yoga for Beginners*. 2009. [DVD].

Elena Brower, Certified Yoga Instructor. *Element: AM & PM Yoga for Beginners*. 2008. [DVD].

Elena Brower, Certified Yoga Instructor. *Element: Yoga for Beginners*. 2007. [DVD].

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## BASEBALL

### OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible.

### SCORING

One point is awarded as a member completes a circuit around the bases.

### DEFINITIONS

**Ball.** A pitch that is outside the strike zone.

**Bunt.** When the batter drops the ball as a soft ground ball on the infield.

**Double play.** When two outs are made on the same play.

**Fair ball.** The ball when it is legally in play.

**Fly ball.** A ball batted high into the air.

**Force play.** When a runner is forced to move to the next base because the batter becomes a runner.

**Foul ball.** A ball that is hit into foul territory (as illustrated in Figure Q-1).

**Foul territory .** The area outside the foul lines (as illustrated in Figure Q-1).

**Home run.** When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around.

**Inning.** Consists of a top and a bottom half, during which each team will get to bat and field.

**Out.** An out can be given due to strikeout, force-out, tag-out, and fly-out:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches the base during a force play.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base.

**Strike.** A pitch, in the strike zone at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike.

**Strike zone.** The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants.

**Walk.** A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

### NUMBER OF PLAYERS

Nine players per team.

## EQUIPMENT

- Bases (four),
- Bats (two),
- Batter's helmets (two),
- Baseball (extras should be on hand),
- Various gloves, and
- Baseball / softball field.

## BASIC RULES

The game consists of nine innings, with three outs per inning (for each team). In the case of a tie, the game will continue for additional innings until a team scores an additional run, breaking the tie. Innings may be reduced due to time constraints.

One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder.

The other team bats first in the top half of the inning, according to the batting order for their players.

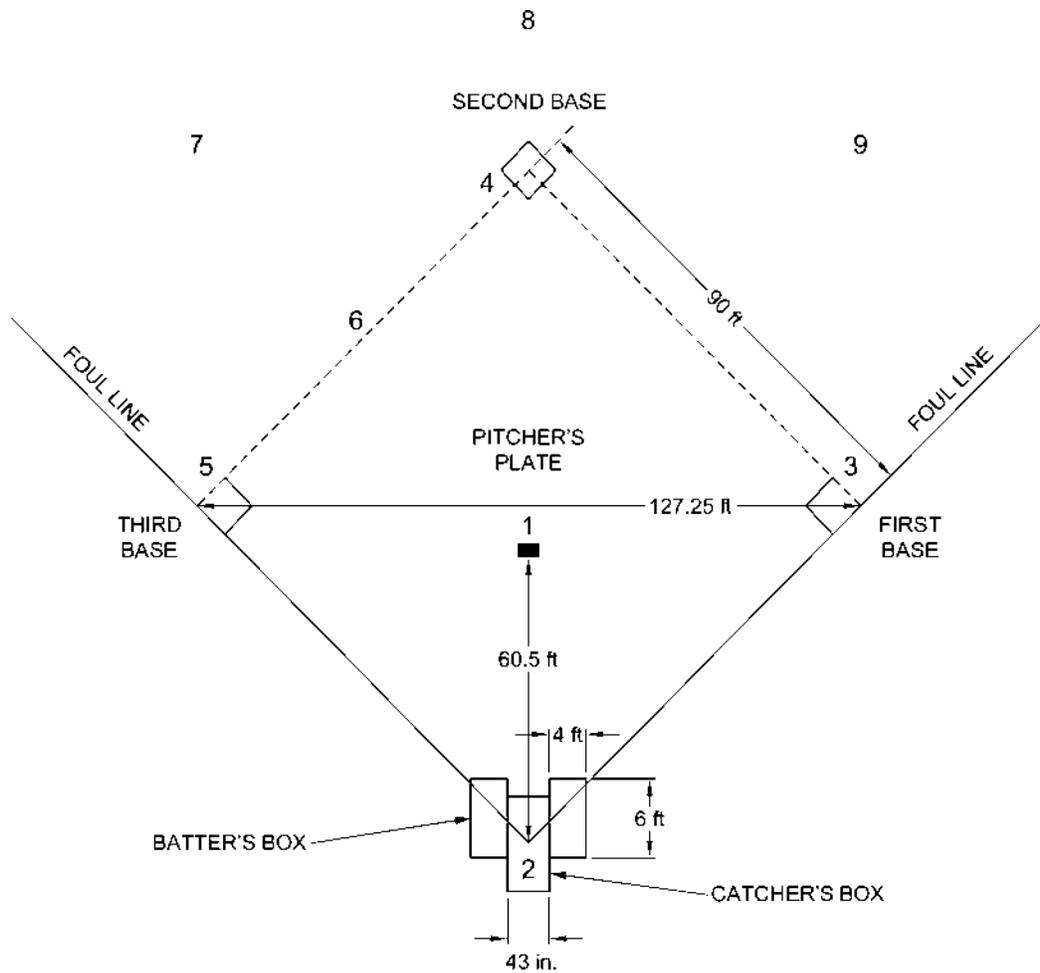
The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases. A batter is out if they receive a strikeout, force-out, tag-out, or fly-out.

The batter's objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.

A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.



Further details on the sport of baseball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 25–35.



**LEGEND**

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure Q-1 Baseball Diamond



## BASKETBALL

### OBJECTIVE

Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner.

### SCORING

**Field goal.** A basket worth two points if scored inside the three-point line and three points if scored from outside the line (as illustrated in Figure R-1).

**Free throw.** A basket worth one point.

### DEFINITIONS

**Dribble.** Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.

**Double dribble.** Dribbling with both hands at once is a violation that results in a turnover or when a player is dribbling, stops and begins again.

**Field goal.** A two or three-point basket.

**Foul.** A foul is awarded to a player or coach for misconduct and includes the following:

**Away from the ball.** Committed by a player in a play not involving the player with the ball.

**Blocking and charging.** Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.

**Delay of game.** When a player prevents the ball from being promptly put into play.

**Double personal.** Occurs when two opposing players commit personal fouls at the same time.

**Double technical.** When two opposing players commit technical fouls at the same time.

**Elbow.** When a player elbows a member of the opposing team.

**Excessive timeout.** When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.

**Face guarding.** When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.

### **Fighting and flagrant fouls.**

- **Hand checking.** When a defender uses their hands to check the progress of offensive players when those players are in front of them.
- **Hanging on the rim.** When a player hangs off the rim of the basket, unless it is to protect themselves or another player.
- **Offensive.** If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.
- **Personal.** A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.
- **Player-control.** When the dribbler commits an offensive by charging into a defender who has established legal position, this is called charging.
- **Technical.** Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim.
- **Unsportsmanlike conduct.** Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.

**Free throw.** A shot given to a player from the free throw line as a result of a foul. It is worth one point.

**Pass.** The movement of the ball by a player to another player by throwing, batting, or rolling the ball.

**Pivot.** When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.

**Rebound.** When a player controls possession of a missed shot, either by a teammate or an opponent.

**Sideline pass.** When a player throws the ball in from the sidelines of the court.

**Traveling.** When a player advances on the court with the ball without dribbling it.

**Violations.** When a player breaks a rule without contact. These include: basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, traveling and throw in.

### **NUMBER OF PLAYERS**

Five players per team on the court at a time.

### **EQUIPMENT**

- Basketball,
- Gymnasium / outdoor court, and
- Nets (two).

## **BASIC RULES**

The game consists of four 8-minute quarters.

Teams will consist of a point guard, an off guard / shooting guard, a small forward, a power forward and a centre / post.

The game begins with what is known as a “jump ball”. A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate.

Once the game has begun, the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate.

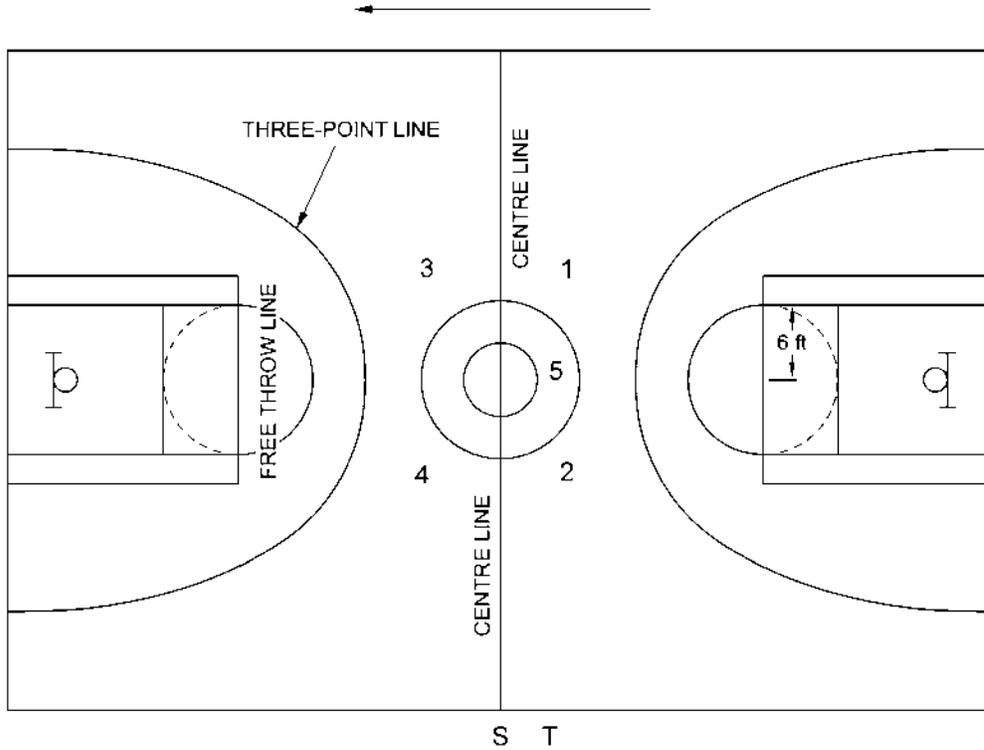
If a player in possession of the ball stops moving, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket.

If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.

During the game, if the ball is tossed out of bounds or a person is fouled, the opposite team will gain the ball where a free throw will be awarded or a sideline pass will take place.



Further details on the sport of basketball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 37–46.



**LEGEND**

- 1. Point Guard
- 2. Off Guard or Shooting Guard
- 3. Small Forward
- 4. Power Forward
- 5. Centre or Post
- S Scorekeeper
- T Timekeeper

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 41), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure R-1 Basketball Court



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## FLOOR HOCKEY

### OBJECTIVE

Teams attempt to score as many points as possible by shooting the ball into the opposing team's net. The team with the highest score at the end of the game is the winner.

### SCORING

A player shooting the ball off their stick into the net, scores a goal.

### DEFINITIONS

**Faceoff.** When two players meet to try to gain possession of the ball when the referee drops it.

**Goal.** A point / goal is scored when a player gets the ball across the goal line.

**Rebound.** A ball that bounces off the goalkeeper or the goal post.

**Save.** When the goalkeeper prevents a goal from being scored.

### NUMBER OF PLAYERS

Six players per team on the floor at one time.

### EQUIPMENT

- Hockey ball,
- Hockey sticks for the number of players,
- Goalie sticks (two),
- Goalie equipment, and
- Hockey nets (two).

## **BASIC RULES**

A game consists of three 20-minute periods.

Teams will consist of a goalkeeper, three forwards—centre, left wing, and right wing—and two defencemen.

A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field / gymnasium.

Players advance with the ball while stickhandling the ball or passing it to fellow teammates. The ball must be in motion at all times.

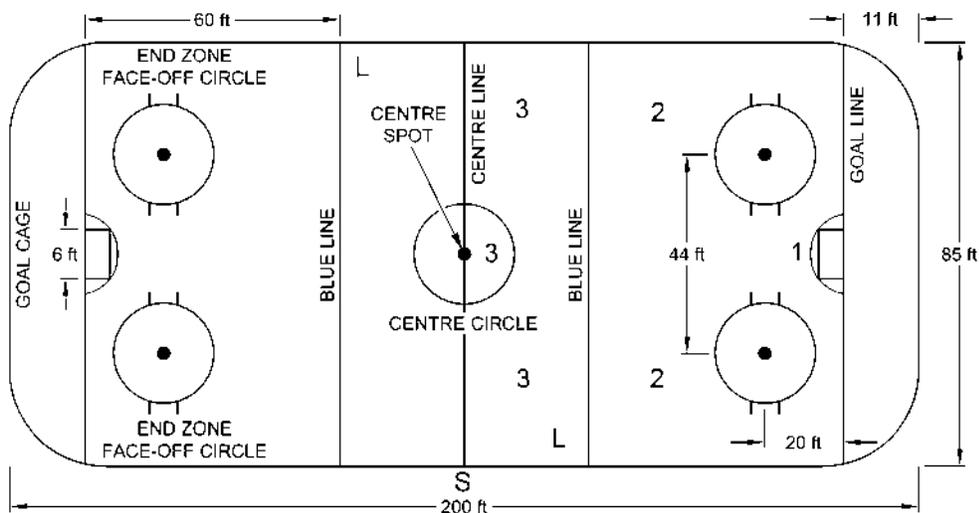
Every time a goal is scored, the players return to the initial set-up for a faceoff at the centre of the area of play.

If an attacker in the team's attacking zone causes the play to stop, a faceoff will occur at the nearest faceoff spot in the neutral zone (the central portion between the blue lines).

If a defender in the team's defensive zone causes the play to stop, a faceoff occurs at the point of stoppage.



Further details on the sport of hockey can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 159–168. These rules then must be adapted for floor hockey.



**LEGEND**

- 1. Goalkeeper
- 2. Defenseman
- 3. Forward
- S Scorekeeper
- L Linesman

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 162), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure S-1 Hockey Set-Up

# FLOOR HOCKEY SCORE SHEET

## Team A

NAMES


## Team B

NAMES


Record the number of goals achieved by each team within each period.

### First Period

### Second Period

### Third Period

First Period		Second Period		Third Period	
Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL	

*Note.* The scorekeeper must sign the back of the score sheet when completed.

## FOOTBALL (FLAG / TOUCH)

### OBJECTIVE

Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner.

### SCORING

**Touchdown.** A touchdown is worth six points and is scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 m / 15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 m / 36 feet).

**Safety.** An interception return to the opponent's end zone, on any extra-point play by the defence, will result in the defence scoring two points, plus they will gain possession for the next series at their own 5-yard (4-1/2 m / 15 feet) line.

**Rouge.** A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.

### DEFINITIONS

**Convert.** A pass or a run attempt; no kicking allowed.

**Dead ball.** When the ball is no longer in play and the play is over.

**First down.** Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play.

**Forward pass.** When the ball is intentionally thrown or handed towards the opponent's goal line.

**Fumble.** When a player loses possession of the ball while the play is still in progress.

**Punt.** When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground.

**Scrimmage line.** The line where the players line up for the snap.

**Snap.** When a player designated as the centre passes the ball between the legs to the quarterback.

**Touchback.** Occurs when the ball is dead on or behind a team's own goal line, provided the ball's force came from an opponent and it is not a touchdown.

### NUMBER OF PLAYERS

Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.

## **EQUIPMENT**

- Football,
- Flags / ribbons,
- Field, and
- Safety / protective equipment.

## **BASIC RULES**

The game consists of four 15-minute quarters.

Whichever team takes first possession of the ball is the offence. The other team becomes the defence.

The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.

To begin the game, a team will kickoff from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kickoff line until the ball has been kicked.

At the kickoff, all players of the receiving team must be at least 20 yards away from the kickoff line.

To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kickoff. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.

The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.

All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.

In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.

The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.

No player is permitted to block or obstruct the rusher in the direct path to the quarterback.

Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kickoffs or after punts.

The team that plays defence at the beginning of the first half receives possession at the start of the second half.

If a team fails to make it across midfield within three plays, possession of the ball changes.

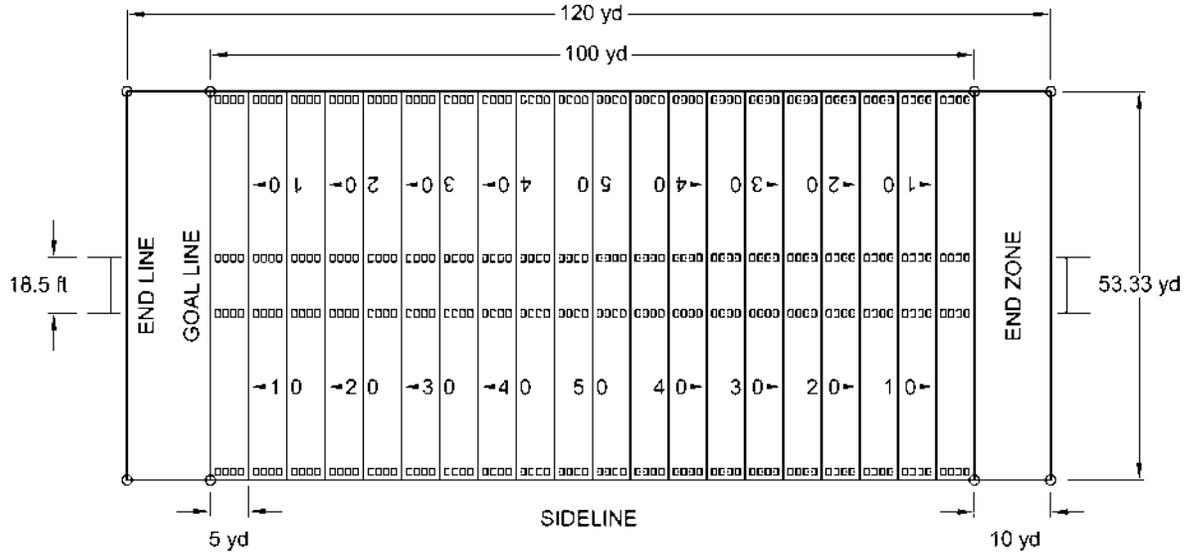
Once a ball is punted, the team gives up possession of the ball.

There are no fumbles in touch football.

Must be played as non-contact. Blocking and tackling are not allowed.

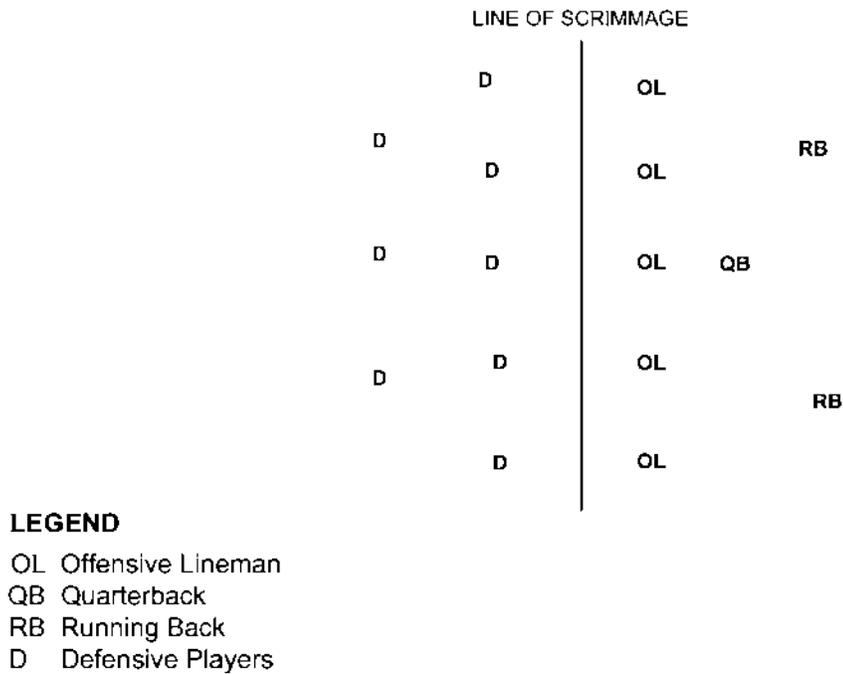


Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125–136. These rules must be adapted for flag / touch football. Some of these modifications can be found on pp. 132–133. Further rules may be found in the *National Football Federation's Touch Football Rule Book*.



Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 129), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

Figure T-1 Football Field



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure T-2 Line of Scrimmage



## LACROSSE

### OBJECTIVE

Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner.

### SCORING

A goal is scored when the ball passes completely over the goal line, between the posts and under the cross bar of the opponent's goal.

### DEFINITIONS

**Blocking.** Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact.

**Critical scoring area.** An area at each end of the field, where the attacking team shoots for a goal.

**Deputy.** A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out of the goal circle.

**Draw.** With two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw.

**Free space to goal.** The path to the goal within the critical scoring area.

**Marking.** Guarding an opponent within a stick's length.

**Penalty lane.** The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line.

**Pick.** A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it.

**Throw.** Two players of opposing teams stand 1 m (3-1/3 feet) apart; the umpire stands 4–8 m (13–26 feet) away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within 4 m (13 feet) of the players taking the throw.

### NUMBER OF PLAYERS

Twelve players per team on the field at one time.

## EQUIPMENT

- Ball,
- Field crosses for the number of players,
- Goalkeeper's crosse (two),
- Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and
- Mouth guards for the number of players.

## BASIC RULES

The game consists of two 30-minute halves.

The team consists of a goalkeeper, point, cover-point, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre (as illustrated in Figure U-1).

The game begins with a draw.

The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.

If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.

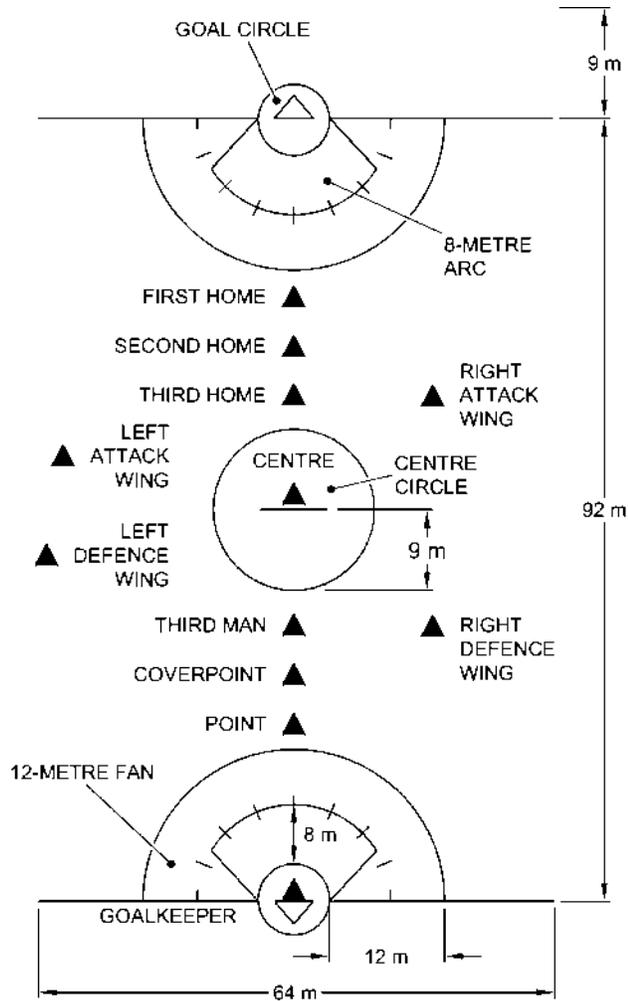
Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.

Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse, hands, or body.

After each goal, the ball is put back into play with a draw.



Further details on the sport of lacrosse can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 179–186.



Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 182), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

Figure U-1 Lacrosse Field

# LACROSSE SCORE SHEET

## Team A

NAMES


## Team B

NAMES


Record the number of goals achieved by each team within each half.

### First Half

Team A	Team B
<b>TOTAL</b>	

### Second Half

Team A	Team B
<b>TOTAL</b>	

*Note.* The scorekeeper must sign the back of the score sheet when completed.

## **RINGETTE (OFF-ICE VERSION)**

### **OBJECTIVE**

Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner.

### **SCORING**

One point for every time a ring passes into the opposing team's net.

### **NUMBER OF PLAYERS**

Six players per team on the floor at one time.

### **EQUIPMENT**

- Nets (two),
- Safety equipment,
- Rubber ring,
- Straight sticks for number of players, and
- Goalkeeper's sticks and masks (two of each).

### **BASIC RULES**

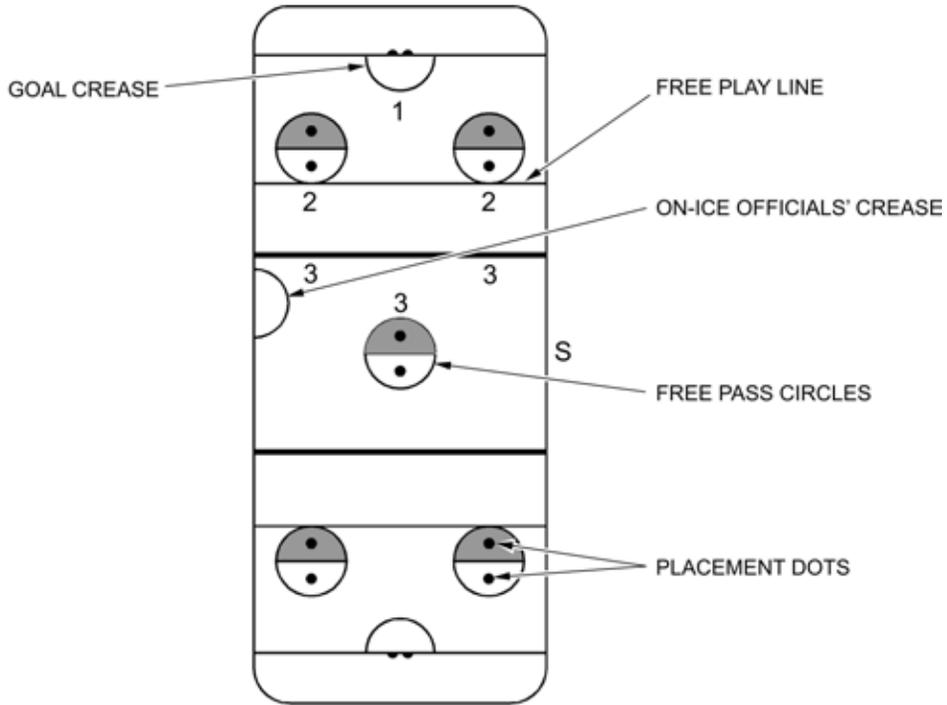
The game is played in two 20-minute periods. Teams consist of a goalkeeper, two defencemen, and three forwards. The stick is placed inside the ring to play. The ring is passed up the playing area in order to get the ring in the opposing team's net.

Play begins with the visiting team being given a free pass in the centre free pass circle (which is like a faceoff circle in hockey). Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass. If the ring is within the goal crease, the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.



Further details on the sport of ringette can be found at <http://www.ringette.ca>

**TEAM A'S DEEP DEFENSIVE ZONE**



**TEAM A'S DEEP OFFENSIVE ZONE**

**LEGEND**

- 1. Goalkeeper
- 2. Defenceman
- 3. Forward
- S Scorekeeper

*Note. From How Ringette is Played, by Ringette Canada, n.d. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>*

Figure V-1 Ringette Ice / Playing Field

# RINGETTE SCORE SHEET

## Team A

NAMES


## Team B

NAMES


Record the number of goals achieved by each team within each period.

### First Period

Team A	Team B
<b>TOTAL</b>	

### Second Period

Team A	Team B
<b>TOTAL</b>	

*Note.* The scorekeeper must sign the back of the score sheet when completed.

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## SOCCER

### OBJECTIVE

Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner.

### SCORING

A point is scored for every goal made into the net that completely crosses the goal line.

### DEFINITIONS

**Corner kick.** Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards (9 m / 29.5 feet) from the ball for a corner kick.

**Dribble.** To move the ball with the feet in a continuous motion by passing the ball from one foot to the other.

**Foul.** Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. Fouls include:

- kicking, tripping or pushing;
- jumping into an opponent;
- violently or dangerously charging an opponent;
- striking an opponent with the hand, arm, or elbow;
- holding an opponent's body or clothing;
- playing the ball anywhere on the arm;
- going offside;
- obstructing an opponent by deliberately blocking their path;
- kicking too high, putting an opponent in danger;
- bending low, putting themselves in danger;
- unsportsmanlike conduct;
- charging an opponent when the ball is no more than one step away;
- charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and
- the goalkeeper taking more than four steps before releasing the ball.

**Free kick.** Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team.

**Goal kick.** Occurs when a player kicks the ball over the opposing team's goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. The ball must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so.

**Heads the ball.** When a player hits the ball with their head.

**Penalty kick.** Is awarded to a team when an opposing player commits an intentional foul. All players, except the kicker and the goalkeeper, must stand outside the penalty area, at least ten yards (9 m / 29.5 feet) from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick.

**Throw-in.** Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline.

## NUMBER OF PLAYERS

Up to 11 players per team on the field at one time.

## EQUIPMENT

- Soccer ball,
- Nets (two), and
- Field or gymnasium.

## BASIC RULES

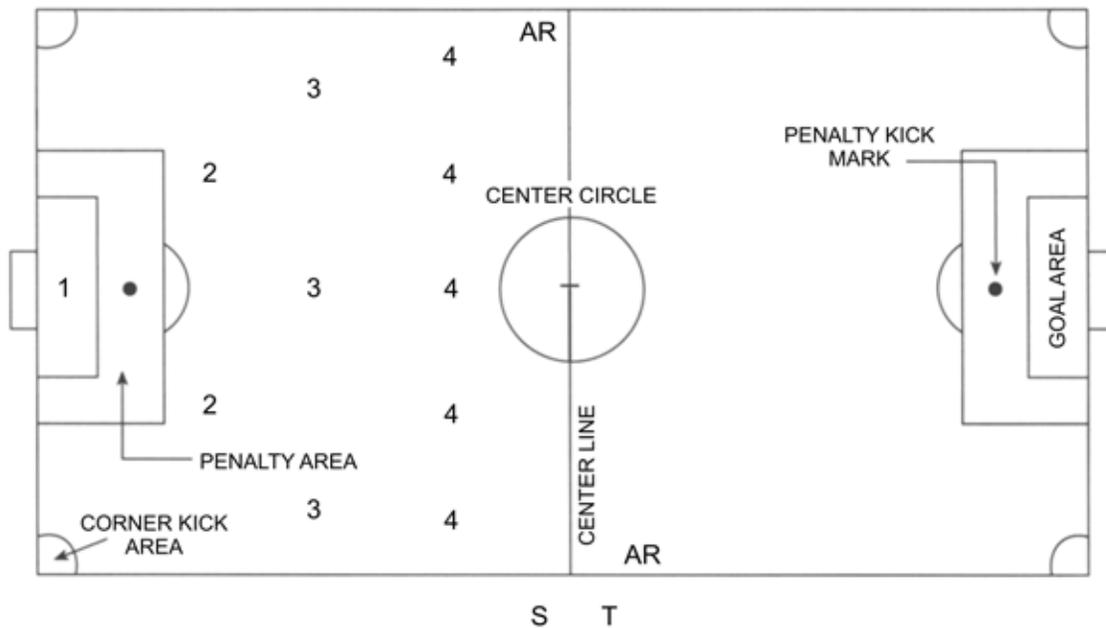
The game consists of two 45-minute halves. Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers. The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot. All players must be on their team's half of the playing field before the kickoff takes place. The player who kicks off may not touch the ball again until another player has. Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands. The game continues in this manner, with players dribbling the ball and moving it toward the opposing team's goal in order to score.

When a goal is scored the play begins again with the team losing the goal taking the kickoff.

A goal may not be scored directly off a kickoff, goal kick, or throw-in.



Further details on the sport of soccer can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 237–245.



**LEGEND**

- 1. Goalkeeper
- 2. Defender
- 3. Midfielder
- 4. Forward
- S Scorekeeper
- T Timekeeper
- AR Assistant Referee

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 241), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure W-1 Soccer Field

# SOCCER SCORE SHEET

## Team A

NAMES


## Team B

NAMES


Record the number of goals achieved by each team within each half.

### First Half

Team A	Team B
<b>TOTAL</b>	

### Second Half

Team A	Team B
<b>TOTAL</b>	

*Note.* The scorekeeper must sign the back of the score sheet when completed.

## **SOCCER BASEBALL / KICKBALL**

### **OBJECTIVE**

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

### **SCORING**

One point is awarded as a member completes a circuit around the bases. A game lasts five innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

### **DEFINITIONS**

**Double.** A kick in which the batter safely runs to second base.

**Double play.** When two outs are made on the same play.

**Fair ball.** The ball when it is legally in play.

**Force play.** Occurs when a runner is forced to advance to the next base because the batter becomes a runner.

**Foul play.** Any ball hit into foul territory.

**Foul territory.** The area outside the foul lines.

**Home run.** When a batter kicks a fair ball over the fence or circles all bases on a kick that was inside the fence.

**Lead off.** When a runner leads off a base before the ball has left the pitcher's hand.

**Legal touch.** When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out.

**Out.** There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

**Steal.** When a runner attempts to steal a base during a pitch to the kicker.

**Tag-up rule.** If the ball is caught in the air after the kicker has kicked it, the kicker is out. Other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.

## NUMBER OF PLAYERS

Nine players per team on the field at one time.

## EQUIPMENT

- Soccer ball,
- Baseball / softball field or a gymnasium or field, and
- Bases / pylons (four).

## BASIC RULES

The game consists of five innings, with three outs per inning (for each team).

One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.

When pitching, the ball must touch the ground at least once and cannot be higher than one foot (30 cm) above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.

A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.

The kicker must wait for the ball to be within 1 m of the home plate before they can attempt to kick the ball.

Leading off and stealing bases is not allowed. Bunts are not permitted.

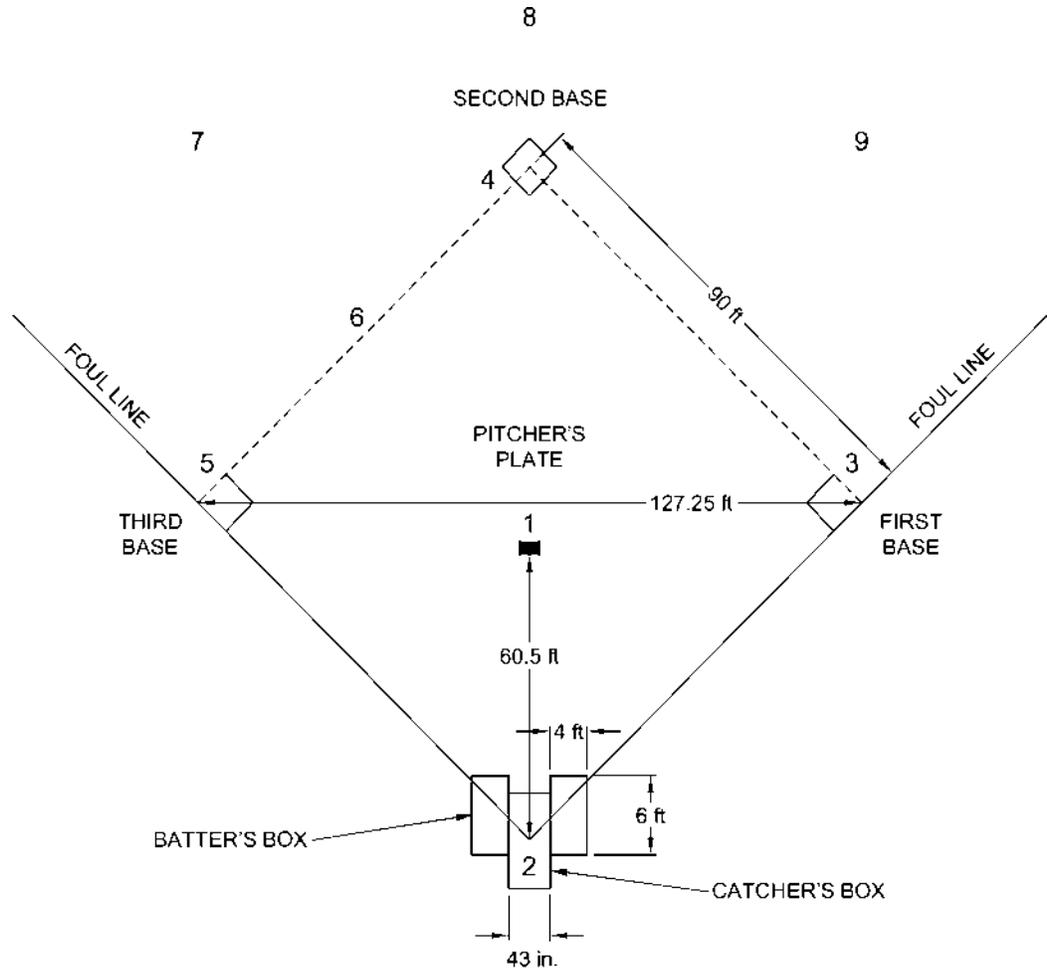
The kicker at home plate must kick the ball with the leg (below the knee) or foot.

Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.

A runner who leaves their base before the pitch reaches home plate or before the pitch is kicked, is out and the ball is considered dead.



Further details on the sport of soccer baseball / kickball can be found at <http://www.kickball.com>



**LEGEND**

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure X-1 Baseball Diamond (used for soccer baseball)



## SOFTBALL

### OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

### SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts seven innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

### DEFINITIONS

**Ball.** A pitch that is outside the strike zone.

**Bunt.** When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

**Double play.** When two outs are made on the same play.

**Fair ball.** The ball when it is legally in play.

**Fake tag.** A form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made.

**Fly ball.** A ball batted high into the air.

**Fly-out.** A fly ball that is caught before it touches the ground or the fence.

**Force play.** When a runner is forced to advance to the next base because the batter becomes a runner.

**Foul play.** Any ball hit into foul territory.

**Foul territory.** The area outside the foul lines (as illustrated in Figure Y-1).

**Home run.** When a batter hits a fair ball over the fence or circles all bases on a ball that was hit inside the fence.

**Inning.** An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

**Interference.** This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal.

**Lead off.** When a runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.

**Out.** There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

**Overslide.** When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out.

**Steal.** In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.

**Strike zone.** The area over the home plate, between the batter's back shoulder and front knee.

**Walk.** A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

## NUMBER OF PLAYERS

10 players per team on the field at a time if team is not batting.

## EQUIPMENT

- Bases (four),
- Bat,
- Batter's helmets,
- Softball,
- Various gloves for the number of players, and
- Baseball / softball field.

## BASIC RULES

The game consists of seven innings, with three outs per inning (for each team).

One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.

The other team bats first in the top half of the inning, according to the batting order for their players.

The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.

The pitcher must use an underhand pitch.

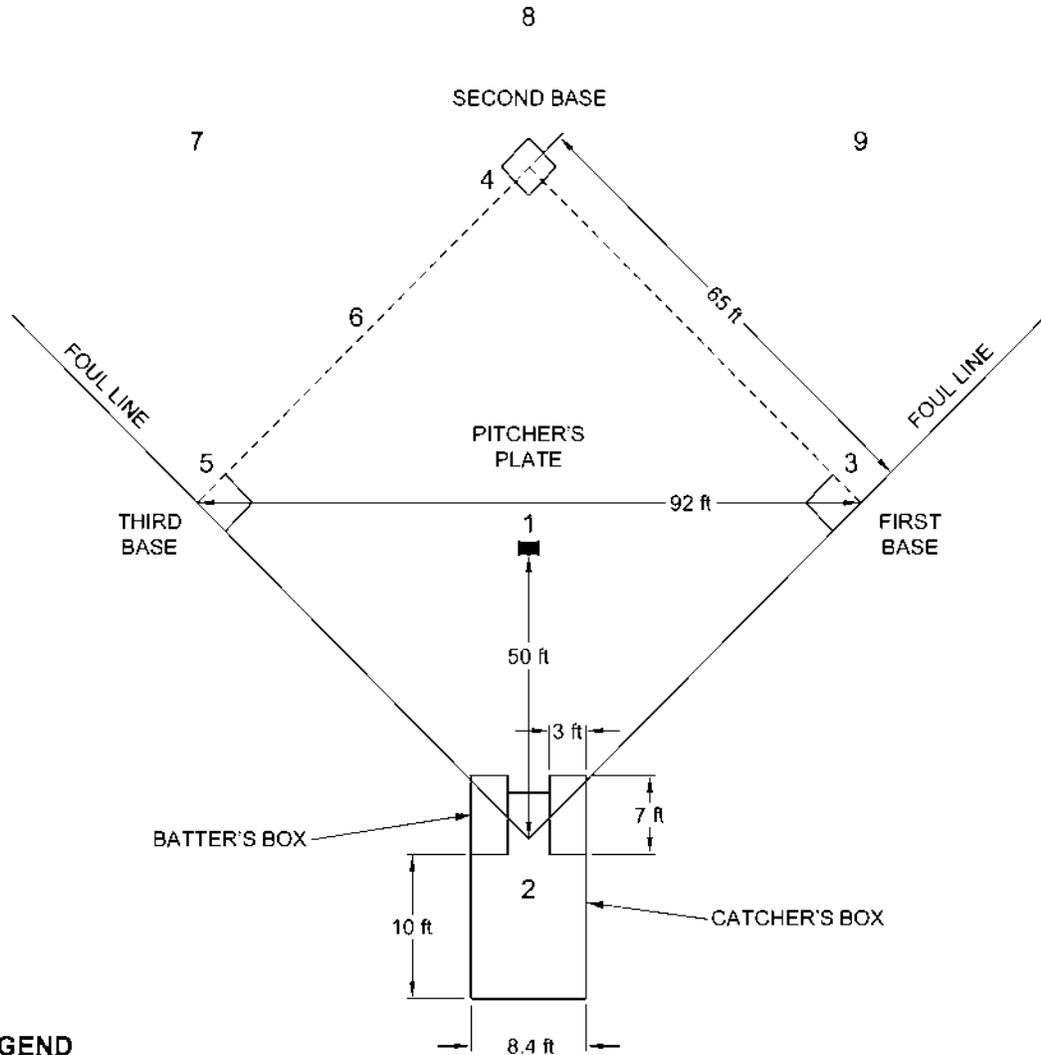
A batter is out if they receive a fly-out, force-out, strikeout or tag-out.

The batter's objective is to get around the bases without being tagged and before the ball reaches the base.

A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.



Further details on the sport of softball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 247–259.



**LEGEND**

- 1. Pitcher
- 2. Catcher
- 3. First Baseman
- 4. Second Baseman
- 5. Third Baseman
- 6. Shortstop
- 7. Left Fielder
- 8. Centre Fielder
- 9. Right Fielder

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 251), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure Y-1 Softball Field



## ULTIMATE FRISBEE

### OBJECTIVE

Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner. Ultimate Frisbee helps improve the cardiovascular and muscular strength components of fitness.

### SCORING

Points are awarded to a team when a player catches a pass in the opponent's end zone. A typical game is scored to 15 points.

### DEFINITIONS

**Clearing.** To get out of the area where the thrower wants to pass the Frisbee.

**Cut.** An attempt to get free of other players in order to receive a pass.

**Force.** To make it difficult for the thrower to throw the Frisbee in a certain direction in an attempt to try to get them to pass it the other way.

**Huck.** A long high pass that is nearly the length of the field.

**Layout.** When a player dives to catch or intercept the Frisbee.

**Poach.** When a defender moves away from their marker to try to intercept a pass to another player.

**Swing.** A lateral pass across the pitch, instead of upfield.

**Switch.** When two defenders exchange the offensive players they were marking.

### NUMBER OF PLAYERS

Seven players per team on the field at one time.

### EQUIPMENT

- One Frisbee, and
- Pylons to mark boundaries.

## BASIC RULES

The game is played in two halves. There is no time set for the halves. Halftime begins when one team reaches eight points.

Each team lines up on the front of their respective end zone line to initiate play. The defence will then throw the Frisbee to the offence.

The Frisbee may be played in any direction by passing to teammates. Players must remain stationary when they hold the Frisbee. It must be passed to other players on the field that is closer to the opponent's end zone.

A player cannot hold the Frisbee for longer than 10 seconds. The defender, who is guarding the player holding the Frisbee (staller), must count out the stall count.

When a pass is not completed due to being out of bounds, being dropped, blocked or intercepted, etc. the defence takes possession of the Frisbee and becomes the offence.

To bring the Frisbee back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it.

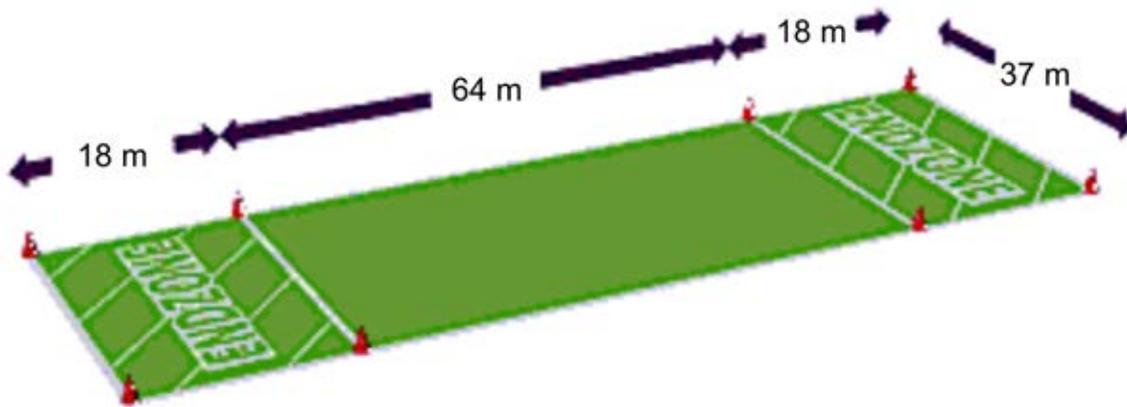
There is no physical contact allowed between the players.

A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the Frisbee.

After halftime the teams will switch ends of the playing field.



Further details on the sport of ultimate Frisbee can be found at <http://www.whatisultimate.com> or <http://www.upa.org/ultimate>



*Note. From What is Ultimate Frisbee, by What is Ultimate, n.d. Retrieved October 30, 2006, from [http://www.whatisultimate.com/what/what\\_game\\_en.html](http://www.whatisultimate.com/what/what_game_en.html)*

Figure Z-1 Ultimate Frisbee Field



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## VOLLEYBALL

### OBJECTIVE

Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner. Volleyball helps improve the cardiovascular and muscular strength components of fitness.

### SCORING

One point is awarded every time the ball hits inside the boundary lines of the opposing teams court; the opponents are unable to return the serve within three hits; the opponents hit the ball out of bounds; or the opponents commit a fault or foul when the team was the serving team.

### DEFINITIONS

**Attack hit.** A hit aimed into the opponent's court.

**Attack lines.** These separate each side of the court into a front zone and a back zone.

**Block.** Occurs when one or more players stop the ball before, or just after, it crosses the net.

**Rally.** The exchange of hits back and forth between the teams. The team that wins the rally gets the serve.

**Rotation order.** Each team has a rotation order that must be kept when it gains the serve. Each time a team gains a serve; players will rotate one position clockwise.

### NUMBER OF PLAYERS

Six players per team on the court at one time.

### EQUIPMENT

- Volleyball,
- Volleyball net, and
- Volleyball court.

## **BASIC RULES**

The game continues until a team scores 21 points in a rally format (a point is awarded on each play of the game regardless of which team serves the ball) and has a two-point advantage.

The team has three players on the front of the court and three on the back of the court.

Players can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand.

One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve.

Upon completing the serve a team must rotate positions.

The server may stand anywhere behind the end line to serve.

A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds.

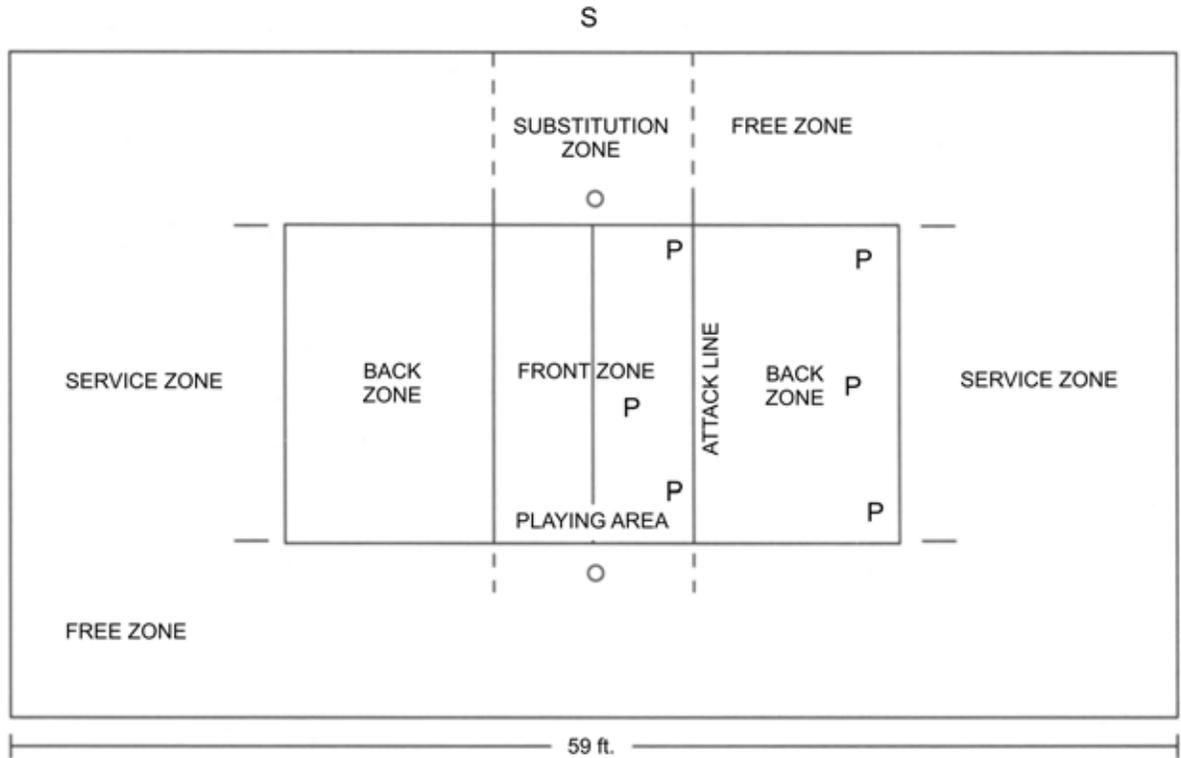
If the team that is receiving stops their opponents from scoring, they are awarded the serve.

Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking.

Except on the serve, the ball is still in play if it touches the net.



Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325–334.



**LEGEND**

- P Player
- S Scorekeeper

*Note. From The Sports Rules Book: Essential Rules for 54 Sports (p. 327), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.*

Figure AA-1 Volleyball Court



## ACTIVE GAMES

### INTRODUCTION

Active games are a great way of incorporating multiple components of fitness. These physical activities make fitness fun and can spark an interest in maintaining lifelong fitness. Active games help improve various components of fitness depending on the selected game.

### EQUIPMENT

The equipment required for these games will depend on which game is selected.

### ACTIVITY GUIDELINES

Active games shall be well supervised.

Active games shall be conducted in a large training area or playing field that is free of obstructions.

Cadets shall wear appropriate physical activity clothing and footwear for this activity.

### SUGGESTED ACTIVE GAMES

#### Battleship

This is a nautical themed active game where the playing area is broken down into different parts of a ship, to include:

- **Bow.** The front of the playing area,
- **Stern.** The back of the playing area,
- **Port.** The left side of the playing area, and
- **Starboard.** The right side of the playing area.

There are special actions to be completed when called during the game, such as:

- **Submarines.** Cadets run to the centre of the playing area, lie down on their back, and raise one foot in the air.
  - **Lifeboats Port.** Cadets run to the left side of the playing area, form a single line, sit down and begin to row.
  - **Lifeboats Starboard.** Cadets run to the right side of the playing area, form single line, sit down and begin to row.
1. Begin the game with the cadets standing in the centre of the area.
  2. Have the leader call one of the above parts of the ship or special action.
  3. Have the cadets run to the designated area or perform the special action.
  4. Eliminate the last cadet to reach the designated spot or perform the special action, and have them move to help the leader.
  5. Continue until a winner is designated.

### **Cardio Blob Tag**

A fast-paced game using two pool noodles where cadets must move or be swallowed by the “blob”.

1. Designate one cadet as the “blob”.
2. Have the “blob” carry a pool noodle to use to tag other cadets (below the shoulders).
3. Have the first tagged cadet join hands with the “blob” and give them the other pool noodle.
4. Ensure that the two cadets making the “blob” always remain joined (holding hands) and move throughout the group tagging other cadets.
5. Have any newly tagged cadets join the “blob” by holding hands with the cadet who tagged them and taking the pool noodle.
6. Allow the “blob” to grow until all the cadets have joined the “blob”.

### **Tag**

There are many variations of tag games, such as cardio blob tag, everybody’s it, and frozen tag. These types of games begin with one or more cadets being designated as “it”. The “it” cadets must run and tag (touch) other cadets to either make them it, freeze them, or add them to the blob. There are many online resources and books for tag games. Select tag games that maximize movement and keep the cadets’ heart rates up.

### **SUGGESTED RESOURCES**

Ultimate camp resource. (n.d.). *Camp games*. Retrieved October 6, 2011, from <http://www.ultimatecampresource.com/site/camp-activities/camp-games.html>

ISBN 0-934387-29-X Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc.

## **CIRCUIT TRAINING**

### **INTRODUCTION**

Circuit training was developed in the late 1950s at the University of Leeds in England. Circuit training consists of a number of carefully selected and simple-to-perform exercises in a set order called the "circuit". Each exercise is performed in turn, either a set number of times or within a set time period (usually 30–60 seconds), after a brief recovery period. A rotation through all stations is a circuit. The circuit is normally repeated three times.

Timed circuit training allows the activity to be conducted within a specific time limit. They also prevent waiting at exercise stations. They allow each individual to develop their fitness level at their own pace. Circuits that are not timed must be conducted using the maximum number of repetitions that can be done continuously without setting a specific time limit.

Circuit training may be adapted to focus on any component of fitness and may also be used to practice and improve various sports skills.

### **EQUIPMENT**

Circuit training equipment, based on the stations selected.

### **ACTIVITY GUIDELINES**

Circuits shall be designed based on activities and exercises that are appropriate for cadets. Many of the activities and exercises listed in this instructional guide may be used as stations in a circuit (eg, skipping rope and weighted bar exercises).

### **CIRCUIT DESIGN**

When designing a circuit, the following should be considered:

- Exercises in a circuit may focus on cardiovascular endurance (eg, skipping rope), muscular strength (eg, medicine balls), muscular flexibility (eg, stretching), or a combination of them.
- Exercises must be arranged in an order so that no group of muscles is worked consecutively.
- Each station should have enough equipment for all cadets at that station to participate at once.
- When at a recovery station, the cadets must keep walking, jogging or moving around. They should also drink water.
- The number of activities chosen depends on the time allocated to complete the circuit.

**Sample General Circuit Training**

Each station will last 45 seconds.

<p><b>Station 1: Cardiovascular Endurance</b></p> <p>Exercise: Rope skipping          Equipment: 6 skipping ropes</p>	<p><b>Station 2: Recovery</b></p> <p>Exercise: Jog on the spot          Equipment: Nil.</p>	<p><b>Station 3: Muscular Strength</b></p> <p>Exercise: Curl-ups          Equipment: Gym mats</p>
<p><b>Station 12: Recovery</b></p> <p>Exercise: Walk around the circuit          Equipment: Nil.</p>	<p style="text-align: center;"><b>INSTRUCTOR</b></p>	<p><b>Station 4: Recovery</b></p> <p>Exercise: Walk around the circuit          Equipment: Nil.</p>
<p><b>Station 11: Muscular Strength</b></p> <p>Exercise: Squat thrusts          Equipment: Nil.</p>		<p><b>Station 5: Muscular Flexibility</b></p> <p>Exercise: Spine twist stretch          Equipment: 2 benches</p>
<p><b>Station 10: Recovery</b></p> <p>Exercise: Jog on the spot          Equipment: Nil.</p>		<p><b>Station 6: Recovery</b></p> <p>Exercise: Jog on the spot          Equipment: Nil.</p>
<p><b>Station 9: Muscular Flexibility</b></p> <p>Exercise: Knee to chest stretch          Equipment: Gym mats</p>	<p><b>Station 8: Recovery</b></p> <p>Exercise: Walk around the circuit          Equipment: Nil.</p>	<p><b>Station 7: Cardiovascular Endurance</b></p> <p>Exercise: Jumping jacks          Equipment: Nil.</p>

**SUGGESTED RESOURCES**

ISBN 978-0-7360-8118-4 Carpenter, J. & Sinclair, C. Eds. (2011). *Physical best activity guide: Middle and high school levels*, 3rd edition. Windsor, ON: National Association for Sport and Physical Education.

## MARTIAL ARTS

### INTRODUCTION

Martial arts combine multiple components of fitness, including cardiovascular, muscular strength and muscular flexibility, into a fun, disciplined physical activity.

### EQUIPMENT

The equipment required will depend on the selected type of martial arts.

### ACTIVITY GUIDELINES

Martial arts shall be conducted by a certified instructor or using a video that is conducted by a certified instructor.

### TYPES OF MARTIAL ARTS

**Aikido.** A Japanese form of self defense that uses wrist, joint and elbow grips to disable an opponent.

**Kick Boxing.** A martial art that resembles boxing but allows the use of the feet.

**Judo.** A method of defending oneself without the use of weapons. This method stresses the athletic component of this martial art.

**Jiu-jitsu.** A method developed in Japan for defending oneself using the strength and weight of an opponent to disable them.

### SUGGESTED RESOURCES

Jeanette Jenkins, Certified by the Thai Boxing Association of Canada. *Crunch: Super-charged kickbox party.* 2007. [DVD]

ISBN 0-8048-3284-6 Westbrook, A. & Ratti, O. (1970). *Aikido and the dynamic sphere: An illustrated introduction.* North Clarendon, VT: Charle E. Tuddle Co., Inc.

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## **TABLOIDS**

### **INTRODUCTION**

Tabloid meets consist of various small, easy to play games or relay events. Tabloid meets are a fun way to be active and cover multiple components of fitness in one activity.

Tabloid meets have numerous advantages:

- a large number of personnel can participate at the same time;
- a wide variety of activities can be conducted;
- can be planned around existing facilities and equipment; and
- emphasis can be placed on team effort rather than on high-calibre performance by a small number of individuals.

Tabloid meets are intended for the cadets to work as a team, communicate, cooperate and have fun.

### **EQUIPMENT**

The equipment required for tabloids will depend on which events are selected.

### **ACTIVITY GUIDELINES**

The size of the group, the number of staff, the time allocated for the meet, the facilities and the equipment are factors that will affect the events, the group sizes, the time allocated at each event and the overall design of the meet. When designing a tabloid, ensure that the selected events are energetic and promote physical activity.

In a tabloid meet, the cadets must rotate through events in a pre-arranged fashion. A diagram of the stations can be displayed or signs with station numbers can be placed at each station.

#### **Size of the Group**

The size of the group will determine the number of events required. For example:

- If there are 60 cadets and the organizer wants them in teams of five, there should be at least 12 events (if there is only one team / event) or six events (if there are two teams / event).
- If there are 30 cadets and the organizer wants them in teams of three, there should be at least 10 events (if there is only one team / event) or five events (if there are two teams / event).

#### **Number of Staff**

The number of staff available to run the event may affect the number of events. Many personnel may be involved in a novelty events tabloid meet, such as:

- master scorekeeper,
- timekeeper,
- official for each event,
- first-aider, and / or
- runners (could be cadets from each team who bring the results to the master scorekeeper after each event).

Each event is controlled by one official who remains at the event throughout the meet. Their duty is to ensure safety and that the competitors observe the rules. After each event is completed, the official will fill out the scoresheet and send it to the master scorekeeper's table.

The master scorekeeper transfers the information from the team scoresheet to the master scoresheet.

### **Time Allocated For The Meet**

Time allocated for the meet has to take into account the set-up, warm-up, cool-down, tear down and award ceremony (if applicable).

Events should be planned so they take the same amount of time to be completed. This maintains control of the meet and ensures that all teams are at the same stage of the event.

### **Facilities**

The facilities may offer a variety of events or put restrictions on them (eg, when using a school gym, it may be forbidden to bring food or particular items that could damage the floor).

### **Sample Tabloid Events**

Examples of typical events are as follows:

<b>Events</b>	<b>Description</b>
Accuracy Throw	Each team member has to toss a beanbag or similar item into a ring of concentric circles with various point values. This continues until the time has elapsed.
Ball Over and Under	The team forms a single file line. The first person passes the ball over their head to the next person who then passes the ball between their legs to the next person. This continues to the last member who then runs to the front and starts again.
Basketball Throw	Each team member has to throw a basketball into the net from a specific point. This continues until the time has lapsed.
Skipping	Each team member has to skip with a jump rope as many times as they can without stopping.
Volleyball Bump	The team stands in a circle and a volleyball is bumped from person to person continuously without it touching the floor until the time has lapsed.

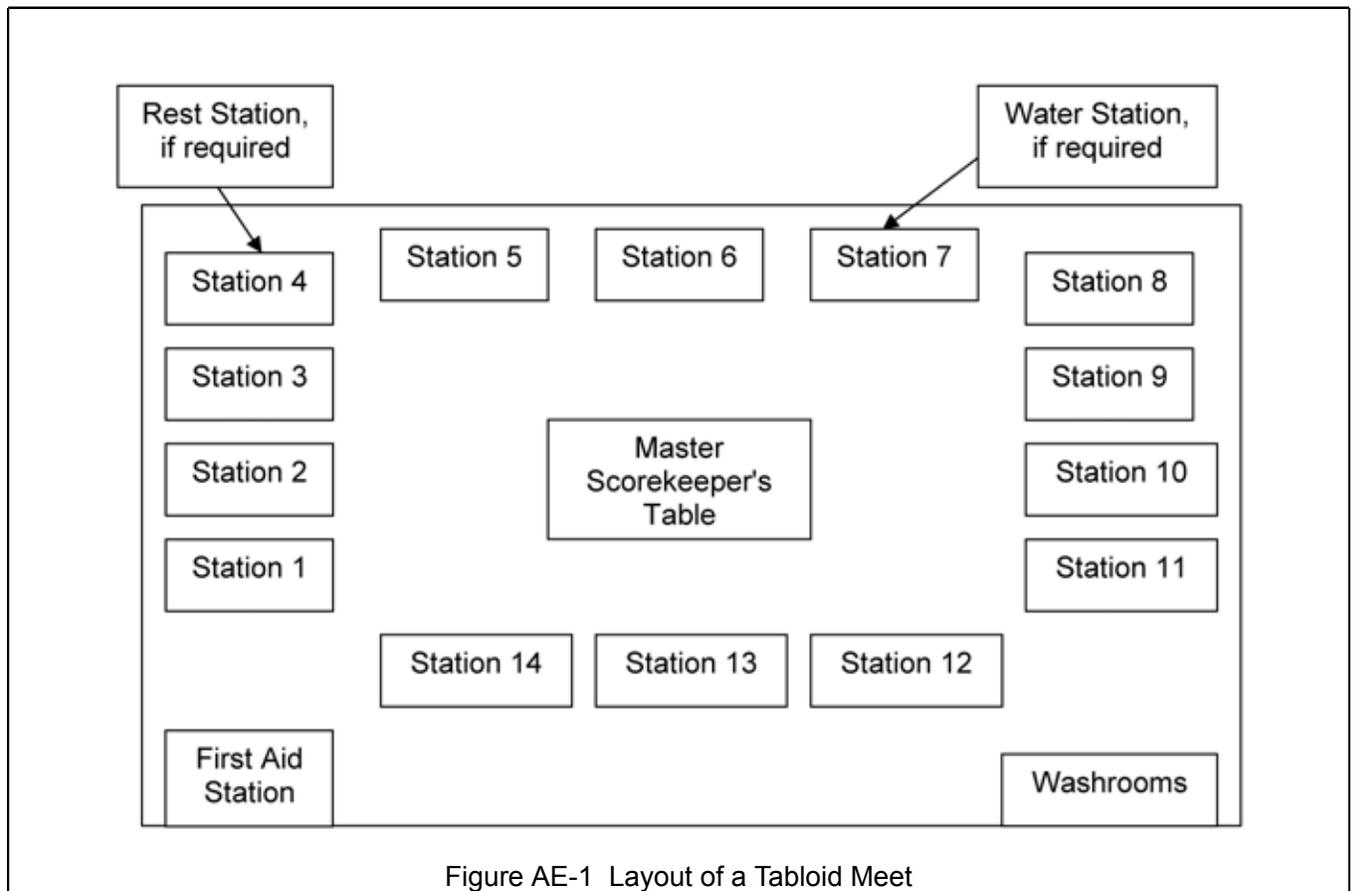


Figure AE-1 Layout of a Tabloid Meet

### SUGGESTED RESOURCES

A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

The Canadian Association for Health, Physical Education, Recreation and Dance. (1983). *Basic skills series: Tabloid sports*. Calgary, AB: The Canadian Association for Health, Physical Education, Recreation and Dance.

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PHYSICAL ACTIVITIES**



**SECTION 2**

**EO CX05.01 – PARTICIPATE IN PHYSICAL ACTIVITIES**

---

Total Time:

9 x 30 min

---

**THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE INSTRUCTIONAL GUIDE FOR EO MX05.01 (PARTICIPATE IN PHYSICAL ACTIVITIES).**

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PHYSICAL ACTIVITIES**



**SECTION 3**

**EO CX05.02 – PARTICIPATE IN A TOURNAMENT**

Total Time:

9 x 30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One, Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Refer to EO M105.01 for a list of sports to select from and rules associated with each.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

Select a tournament and refer to the following attachments for an overview of how to conduct the selected tournament:

- Attachment A–Round Robin,
- Attachment B–Ladder,
- Attachment C–Pyramid,
- Attachment D–Single Elimination, and
- Attachment E–Double Elimination.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it allows the cadets to participate in a tournament in a safe and controlled environment.

---

**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a tournament.

**IMPORTANCE**

It is important for cadets to participate in a tournament because it is an activity that promotes camaraderie and a healthy lifestyle, while meeting the Cadet Program aim.

---

**Teaching Point 1****Have the cadets participate in a tournament.**

Time: 9 x 30 min

Method: Practical Activity

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**BACKGROUND KNOWLEDGE**

---

**THE WARM-UP****Purpose of a Warm-Up**

A warm-up session is composed of light cardiovascular activities and stretches designed to:

- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation;
- raise the muscle temperature to facilitate reactions in muscle tissue; and
- stretch the muscles.

**General Warm-Up**

This part of the warm-up prepares the cardiovascular system and muscular system for the stretching portion of the warm-up. Warm-up activities could include brisk walking, light jogging, or simple games that elevate the heart rate such as tag.

**Guidelines for Stretching**

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.

The stretches chosen should focus on the areas of the body that will be used the most during the activity. Additional information on stretching is located at EO M105.01, Attachment A.

**THE COOL-DOWN****Purpose of a Cool-Down**

A cool-down is composed of light cardiovascular activities and stretches designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and

- stretch the muscles to help relax and restore them to their resting length.

The stretches chosen should focus on the areas of the body that were used the most during the muscular flexibility activity. Additional information on stretching is located at EO M105.01, Attachment A.

---

## ACTIVITY

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### OBJECTIVE

The objective of this activity is to provide cadets the opportunity to participate in a tournament.

### RESOURCES

- Sports / safety equipment required for the selected sport,
- First aid kit,
- Whistles,
- Stopwatch, and
- Schedule of competition.

### ACTIVITY LAYOUT

Set up the training area for the selected sport.

### ACTIVITY INSTRUCTIONS

1. Have the cadets participate in an introductory briefing, to include:
  - (a) an overview of the sport(s) that will be played during the tournament,
  - (b) type of tournament,
  - (c) rules of the tournament,
  - (d) organization of the draw, and
  - (e) location of first aid post.
2. Have the cadets participate in a warm-up session composed of light cardiovascular activities and stretches.
3. Have the cadets participate in the selected tournament.
4. Have the cadets participate in a cool-down session composed of light cardiovascular activities and stretches.

### SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure constant supervision throughout the activity.
- Ensure a first aid station / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.

---

**CONFIRMATION OF TEACHING POINT 1**

---

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Tournaments are fun activities that promote physical fitness, which is part of the aim of the Cadet Program. Participating in physical activities can help you:

- improve your health;
- do better in school;
- improve your fitness;
- grow stronger;
- have fun being active with friends;
- feel happier;
- maintain a healthy body weight;
- improve your self-confidence; and
- learn new skills.

**INSTRUCTOR NOTES / REMARKS**

Activities chosen for this training are not limited to the list presented but must be age appropriate.

Activities should be chosen based on equipment and facilities accessible to the corps / squadron.

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**REFERENCES**

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A0-050 A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

C0-187 San Diego County Office of Education. *After school physical activity: Types of tournaments*. Retrieved October 3, 2008, from <http://www.afterschoolpa.com/print/typesoftournaments.html>

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# ROUND ROBIN TOURNAMENT

## Recommended Use for a Round Robin Tournament

Round robin tournaments are best for league play or one-day tournaments that guarantee a certain number of games. All participants / teams play each other at least once. If there are a large number of participants / teams, a second, third or even fourth pool may be used.



**Pool.** A group of contestants who compete against each other in a tournament for the right to advance.

The number of courts or fields usually determines the number of pools. This is easy for participants / teams because they play all their games in the same location. The participants / teams may be used as referees, scorekeepers and linesmen during the round robin tournament.

The smaller the number of participants / teams in the pool, the shorter time it takes to complete the pool. Four to six participants / teams per pool are best.

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat) and placed in the draw.

When using a round robin for a one-day tournament it may be combined with a single elimination tournament. The pool winners and runners-up may fill out a single elimination bracket. These participants / teams will play for the championship.

A tiebreaker system may be put in place before the start of the tournament (eg, points for versus points against).

## Sample Draws

To arrange the rounds and the game schedule for an event for an even number of entries, keep the first entry constant and rotate the remaining as follows:

Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
1 - 8	1 - 2	1 - 3	1 - 4	1 - 5	1 - 6	1 - 7
2 - 7	3 - 8	4 - 2	5 - 3	6 - 4	7 - 5	8 - 6
3 - 6	4 - 7	5 - 8	6 - 2	7 - 3	8 - 4	2 - 5
4 - 5	5 - 6	6 - 7	7 - 8	8 - 2	2 - 3	3 - 4

*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure A-1 Robin Draw With an Even Number of Participants



**Bye.** A term used when a participant / team moves into the next round of competition without participating in the previous round due to an uneven number of teams.

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# LADDER TOURNAMENT

## Recommended Use for a Ladder Tournament

The ladder tournament is the most popular form of extended tournaments (eg, racquet clubs, league play). It is best with pairs or individual participants such as racquet sports. Ladders may be created by ability grouping (eg, beginner, intermediate or advanced). Players / teams challenge the player / team above them on the ladder.

If the challenger wins, they exchange places on the ladder with the loser. If the challenger loses the competition, they stay where they are on the ladder.

Even though the tournament coordinator may modify the rules to suit the nature of the competition, possible rules for planning a ladder tournament are:

- Each contestant is permitted to challenge the player immediately above him / her, or up to two or three above.
- Provided the player challenged is not already involved in a previous challenge, he / she must accept the invitation within a given period.
- If the challenger wins, or the challenge is not accepted, the positions on the board are switched.

Challenges must be accepted and played within a certain time limit, usually one week. If a participant / team does not challenge within the time limit, they move down the ladder. Usually participants / teams are not allowed to challenge the same participant / team twice in a row.

## Sample Draw

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

If the number of entries to a ladder tournament is large, more than one ladder may be used. A player wishing to enter the competition late must challenge the player at the bottom of the lowest ladder.

Upon reaching the top of the ladder, a contestant may challenge the player at the bottom of the next higher ladder.

A winner of a ladder tournament may be declared on a set date, or the tournament may continue until the participants / teams decide that the tournament is over (eg, the participant / team at the top of the ladder cannot be beaten).

## Byes

There are no byes in a ladder tournament.

**A- DIVISION LADDER**

K
B
A
D
E
C
J
F
H
G

**B- DIVISION LADDER**

c
d
b
a
f
j
e
h
k
g

**(NEW ENTRY)**

*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure B-1 Ladder Draw

# PYRAMID TOURNAMENT

## **Recommended Use for a Pyramid Tournament**

The pyramid tournament is a popular form of an extended tournament (eg, racquet clubs, league play). A pyramid tournament is similar to a ladder tournament, but the board is in the form of a pyramid, with one participant / team at the top, two in the next row, three in the next, and so on. It is best with pairs or individual participants such as racquet sports. Players / teams challenge the player / team above them on the pyramid. A pyramid tournament gives participants / teams greater opportunity to challenge opponents because the step above them has more participants / teams listed.

If the challenger wins, they exchange places on the pyramid with the loser. If the challenger loses the competition, they stay where they are on the pyramid.

Challenges must be accepted and played within a certain time limit, usually one week. If a participant / team does not challenge within the time limit, they move down the pyramid. Usually participants / teams are not allowed to challenge the same participant / team twice in a row.

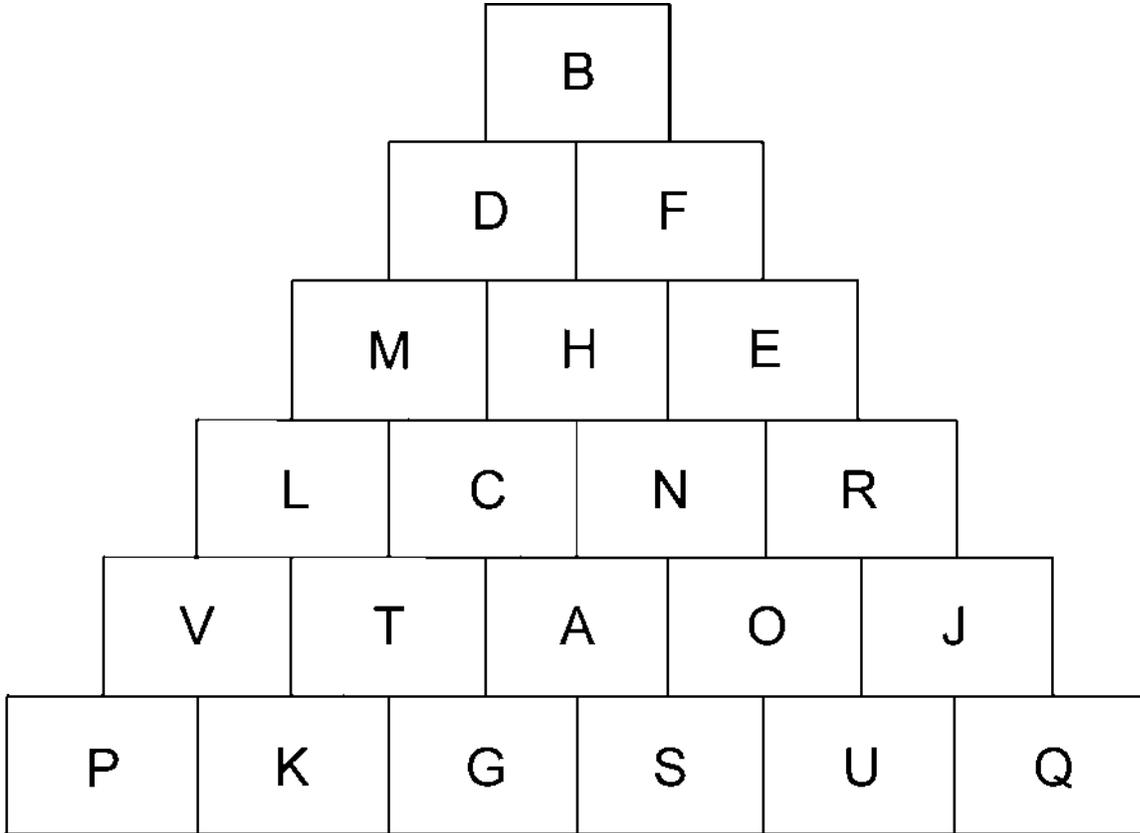
## **Sample Draw**

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

A winner of a pyramid tournament may be declared on a set date decided by the organizer, or the tournament may continue until the participants / teams decide that the tournament is over (eg, the participant / team at the top of the pyramid cannot be beaten).

## **Byes**

There are no byes in a pyramid tournament.



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure C-1 Pyramid Draw

# SINGLE ELIMINATION TOURNAMENT

## Recommended Use for a Single Elimination Tournament

The single elimination tournament is best used when there are a large number of entries, a short period of time and a limited number of courts / fields. It is the easiest of all tournaments to run. When participants / teams win, they continue to play. When participants / teams lose, they are eliminated from the tournament.

If there are a large number of participants / teams, multiple single elimination tournaments may be used. Participants / teams may be divided into skill levels (eg, beginner, intermediate and advanced) as three separate tournaments. This is a good format to use at the end of a round robin tournament with more than one pool, to determine an overall winner.

## Sample Draws

To ensure fairness is shown to participants / teams, when making the pool, names should be chosen randomly (eg, pull the names out of a hat).

The maximum number of games to be played is equal to the number of entries minus one. If there are 12 players or teams, 11 games will be necessary to determine the winner.

The number of entries in Round 2 and subsequent rounds is always a power of 2 through the use of byes during Round 1.

## Seeded Players

This term refers to outstanding players or teams who are placed in the draw in positions where they should, assuming they win all their matches, meet in the quarter or semifinals. The intent is to prevent the top competitors from meeting in the early rounds. There should be no more than 2 seeds to every 16 entries.

When seeded players are present (eg, when using a round robin combined with a single elimination tournament), the seeded players should be placed in the draw in positions where they should not meet before the quarters or semifinals.

## Byes

A bye occurs in the single or double elimination competition when the number of entries is not a power of 2 (eg, 2, 4, 8, 16, 32).

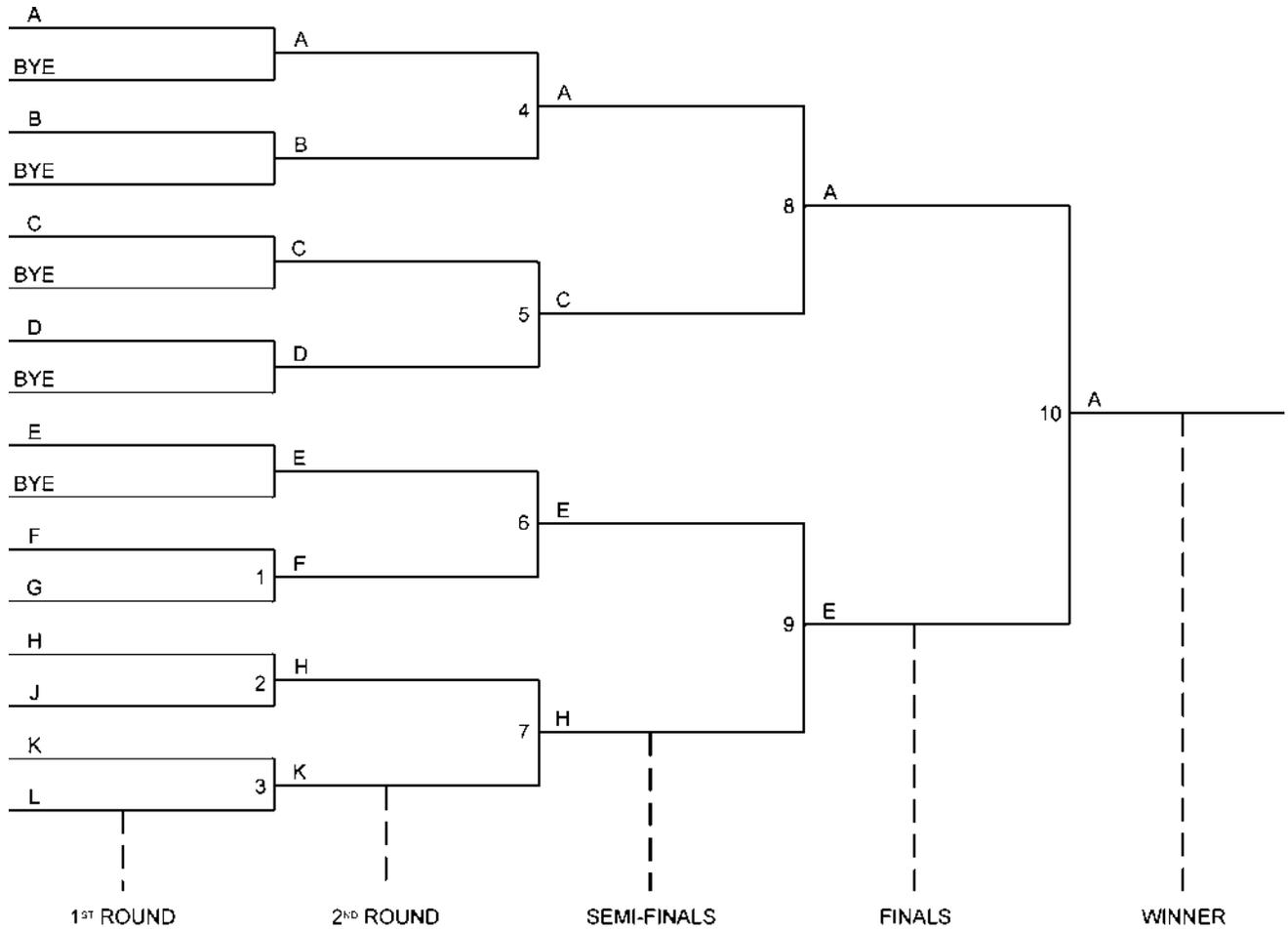
When the number of entry is not a power of two, it is necessary to have a number of byes. All byes must be given in the first series so that the number of entries remaining in the subsequent series is always a power of 2.

When calculating the number of byes, the number of entries is subtracted from the next highest power of 2.

Number of participants / teams	Next highest power of 2	Calculation	Number of byes
2		Power of 2, so there are no byes.	
3	4	$4 - 3 = 1$	1
4		Power of 2, so there are no byes.	
5	8	$8 - 5 = 3$	3
6	8	$8 - 6 = 2$	2
7	8	$8 - 7 = 1$	1
8		Power of 2, so there are no byes.	
9	16	$16 - 9 = 7$	7
10	16	$16 - 10 = 6$	6
11	16	$16 - 11 = 5$	5
12	16	$16 - 12 = 4$	4
13	16	$16 - 13 = 3$	3
14	16	$16 - 14 = 2$	2
15	16	$16 - 15 = 1$	1
16		Power of 2, so there are no byes.	
17	32	$32 - 17 = 15$	15
18	32	$32 - 18 = 14$	14
19	32	$32 - 19 = 13$	13
20	32	$32 - 20 = 12$	12
21	32	$32 - 21 = 11$	11
22	32	$32 - 22 = 10$	10
23	32	$32 - 23 = 9$	9
24	32	$32 - 24 = 8$	8
25	32	$32 - 25 = 7$	7
26	32	$32 - 26 = 6$	6
27	32	$32 - 27 = 5$	5
28	32	$32 - 28 = 4$	4
29	32	$32 - 29 = 3$	3
30	32	$32 - 30 = 2$	2
31	32	$32 - 31 = 1$	1
32		Power of 2, so there are no byes.	

*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure D-1 Byes Required in a Single or Double Elimination Tournament



**NOTES:**

1. For eleven entries there are ten games (11-1) and five byes (16-11).
2. Letters denote advancing teams.
3. Numerals denote the order in which the games are played.

*Note. From Physical Fitness Training in the Canadian Forces (Vol. 2) (p. 4-40) by Directorate of Physical Education, Recreation and Amenities, 1989, Ottawa, ON: Department of National Defence.*

Figure D-2 Single Elimination Draw

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# DOUBLE ELIMINATION TOURNAMENT

## Recommended Use for a Double Elimination Tournament

This is very similar to the single elimination tournament with the major difference being that each participant / team must lose two games before being eliminated. This means that the tournament takes more time to conduct.

After their first loss, the participant / team is transferred to the left side of the bracket, where they are eliminated after the second defeat. In the finals, the winner of the left side (loser's bracket) meets the winner of the right side (winner's bracket). If the winner of the loser's bracket should defeat the winner of the winner's bracket, an additional game is required. After the completion of the second game, the participant / team that has suffered two defeats is eliminated and the other participant / team is declared the winner.

## Sample Draws

The maximum number of games to be played is equal to double the number of entries minus one. If there are 12 teams or participants, 23 games would be the maximum number of games to be played ( $12 \times 2 - 1 = 24 - 1 = 23$ ).

A double elimination tournament is not advisable when more than 10 teams are part of the event. The winner on the loser's side would be involved in too many games before the championship can be decided.

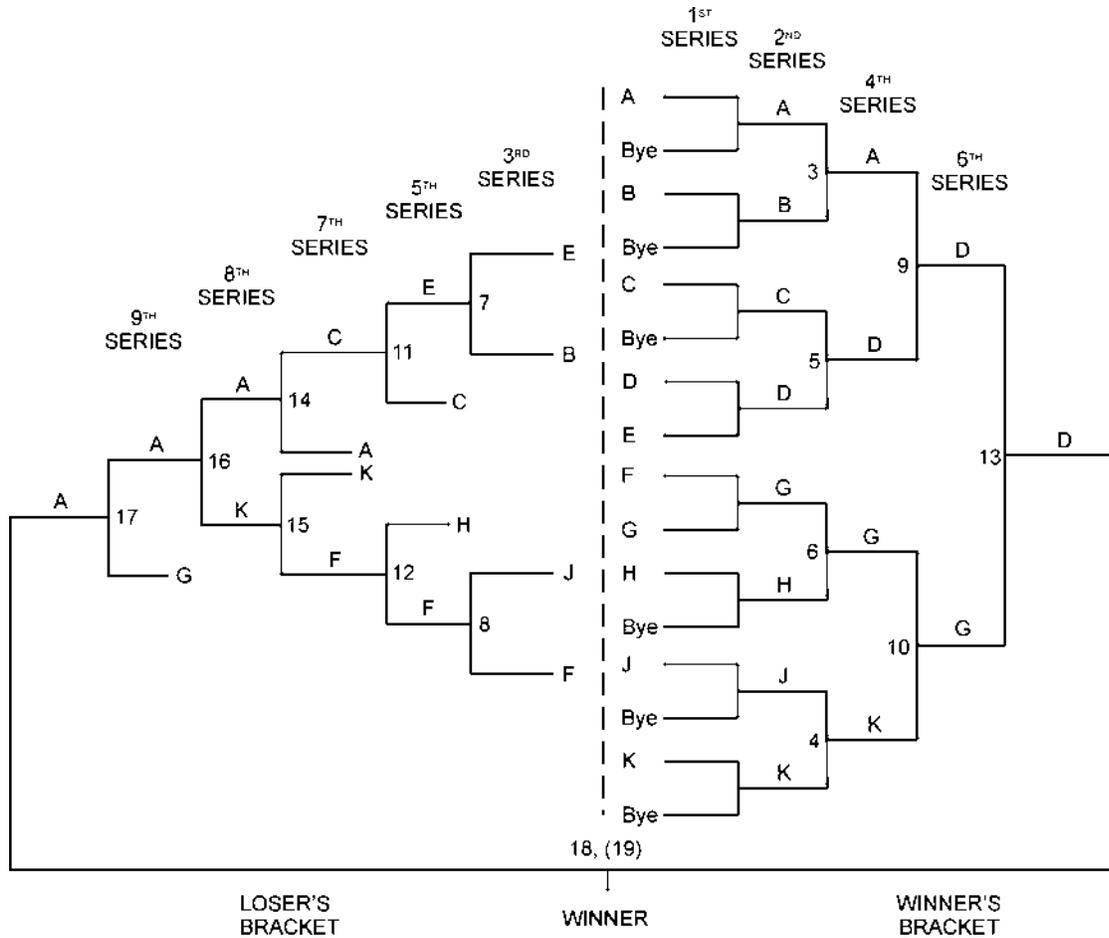
## Seeded Players

If seeded players are competing, they should be placed in each section of the draw so that they may be expected to reach quarter or semifinals without meeting a seeded player. The remaining positions can be drawn randomly out of a hat.

## Byes

If the number of entries is not a perfect power of 2, byes will be required.

All byes must be given in the first series so that the number of entries remaining in the subsequent series is always a power of 2. The byes should be divided evenly between the top and bottom halves.



Note. From *Physical Fitness Training in the Canadian Forces (Vol. 2)* (p. 4-40) by Directorate of Physical Education, Recreation and Amenities, 1989, Ottawa, ON: Department of National Defence.

Figure E-1 Double Elimination Draw

**CHAPTER 6**  
**PO 106 – FIRE THE CADET AIR RIFLE**





**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M106.01 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE**

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- carry out a safety precaution check on all rifles to be used during this lesson; and
- state to cadets that the rifles have been inspected and are safe to handle.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the parts and characteristics of the Daisy 853C Air rifle and generate interest.

---

**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to identify the parts, and list the characteristics of the cadet air rifle.

**IMPORTANCE**

Cadets must have a basic knowledge of the cadet air rifle in order to understand how the rifle works and to safely follow directions given on the range.

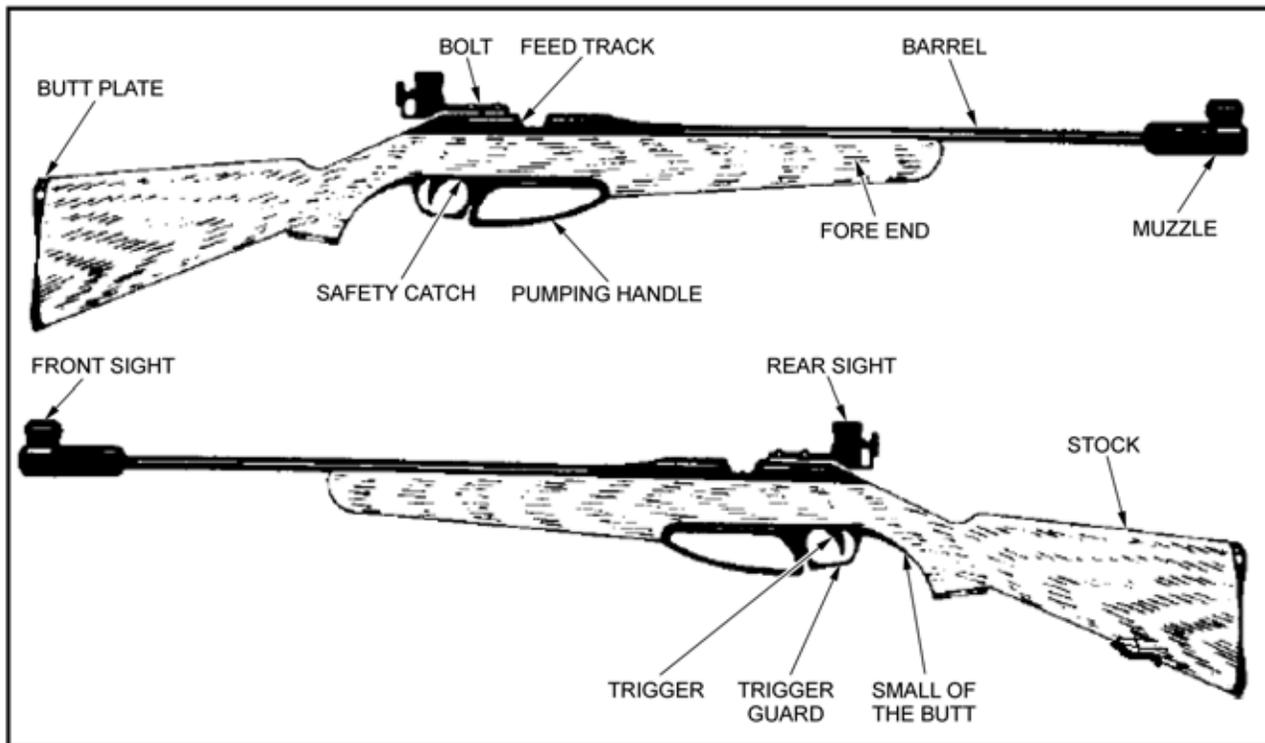
**Teaching Point 1****Identify the parts of the daisy 853C air rifle.**

Time: 13 min

Method: Interactive Lecture

**PARTS**

- Depending on the number of rifles available, distribute them with an optimum ratio of one rifle for every two cadets.
- When possible, have a second instructor in the room to assist.
- **For safety purposes, maintain strict class control at all times.**



A-CR-CCP-177/PT-001

Figure 1 Parts of the Cadet Air Rifle

**Butt Plate (End of the Butt).** It is the part of the rifle directly in contact with the marksman's shoulder. When fitted properly, the butt plate aids in achieving a snug fit, and a consistent placement of the rifle into the shoulder. The addition of butt spacers allows for this adjustment in length.

**Spacers.** Plastic inserts that can be added or removed from the butt plate to vary its length. To add or take away butt spacers, use a Phillips screwdriver to loosen the butt plate and slide in/out the amount of spacers desired.

**Small of the Butt (Pistol Grip).** Curved area directly behind the trigger guard where the hand controlling the trigger grips the rifle.

**Stock.** Complete wooden portion of the rifle (from the butt plate end forward).

**Fore End (of the Stock).** Wooden portion of the stock from the trigger guard forward, in which the barrel and the rifle mechanism are encased.

**Sling.** It is a web sling made of nylon. Links the rifle to the marksman's arm to support most of the weight of the rifle. One end attaches to the sling bracket and the other to the upper arm.

**Sling Bracket (Hand Stop).** Adjustable metal clasp attached to the fore stock used to affix the sling to the rifle. It also acts as a hand stop, used to rest the left hand to prevent it from moving.

**Trigger.** Movable device that releases a spring and releases the rifle mechanism. This rifle has a single stage trigger that cannot be adjusted for weight.

**Trigger Guard.** Metal band that surrounds and protects the trigger.

**Safety Catch.** This is a mechanism that, once engaged, prevents the rifle from firing by locking the trigger in place. It is a cross bolt type device located on the trigger guard. The black side indicates that the rifle is unable to fire; the red side indicates the rifle is ready to fire. It should be ON (no red) at all times, unless firing.

**Bolt.** Metal lever used for opening or closing the rifle mechanism. It must be in the closed position in order to fire. For maximum safety when the rifle is uncased and not firing, the bolt should be kept open.

**Pump Handle.** Metal lever used to compress the air required to fire the pellet. Whenever the rifle is in a "safe rifle status", the pump lever should be left partially open.

**Front Sight.** Global front sight that uses aperture inserts.

**Rear Sight.** Micrometer sight adjustable for windage and elevation. It is easily attached to a metal rail located above the action. This rail allows for adjustment of the sight forward or backward, in order to maintain proper eye relief. The sight is attached using a small flat-blade screwdriver.

**Muzzle.** Front end of the barrel equipped with attachable barrel weight.

**Barrel With Barrel Weight.** Steel tube through which the pellet travels, extending from the muzzle to the chamber. The barrel weight ensures that the rifle's weight is evenly distributed and that the rifle's balance is maintained.

**Bore.** Interior of the barrel has spiral grooves cut into it. The lands are the ridges of metal between the grooves. Together, the grooves and lands are called rifling.

**Feed Track.** Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a five-shot clip.

**Single Shot Adapter.** Plastic clip that aids in placing a pellet in the chamber.

**Five-shot Clip.** Plastic clip that holds a maximum of five pellets and used to place the pellets in the chamber.

**Chamber.** Location where the pellet is held before firing.

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### CONFIRMATION OF TEACHING POINT 1

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The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the parts, and having the cadets properly name the part.

**Teaching Point 2****Identify the characteristics of the daisy 853C air rifle.**

Time: 12 min

Method: Interactive Lecture

**CHARACTERISTICS**

Identify the main characteristics of the cadet air rifle. Focus on these points during the confirmation section of this teaching point.

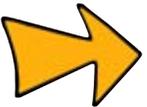
The characteristics of the Daisy 853C air rifle are:

- **Action.** Single pump pneumatic, straight pull-bolt.
- **Total Length.** 97.8 cm.
- **Total Weight.** 2.5 kg.
- **Calibre.** 0.177 calibre (4.5 mm).
- **Front Sight.** Global type with interchangeable aperture inserts.
- **Rear Sight.** Fully adjustable peep rear sight with micrometer click adjustment.
- **Muzzle Velocity.** 150.8 metres per second.
- **Loading.** Single or auto indexing five-pellet clip.
- **Stock.** Full-length, sporter-styled hardwood with adjustable length.
- **Safety.** Manual cross-bolt trigger block with red indicator.



These characteristics are “Nice to Know” and should be taught only if time permits.

- **Barrel.** Lothar Walther rifled high-grade steel barrel with weight: crowned 12 lands and grooves, right hand twist. Precision bore sized for match pellets. Approximate length 53.1 cm.
- **Maximum Range.** 235.4 metres.
- **Sling.** Adjustable competition web.
- **Trigger Weight.** Minimum 3.5 lb.
- **Chamber.** Open loading and made of steel.
- **Pumping Force.** 20 lbf.



With a muzzle velocity of 150.8 metres per second, the cadet air rifle is not a “firearm” under the current federal firearms legislation, but it is treated as one under the definition used by the Military Police.

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**CONFIRMATION OF TEACHING POINT 2**

---

**QUESTIONS**

- Q1. The cadet air rifle has what type of action?  
Q2. What is the calibre of the cadet air rifle?  
Q3. The cadet air rifle uses what type of safety?

**ANTICIPATED ANSWERS**

- A1. Single pump pneumatic, straight pull-bolt.  
A2. 0.177 calibre (4.5 mm).  
A3. Manual cross-bolt trigger block with red indicator.

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**END OF LESSON CONFIRMATION**

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This EO may be confirmed with the handout found at Attachment A. Allow cadets a few minutes to complete the handout, then have cadets switch sheets for correcting.



Correctly labelled diagram is located at page M106.01A-2.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

Cadets are to take home the corrected handout to study the parts of the cadet air rifle.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

**INSTRUCTOR NOTES/REMARKS**

Emphasis must be placed on the safety aspect of this lesson.

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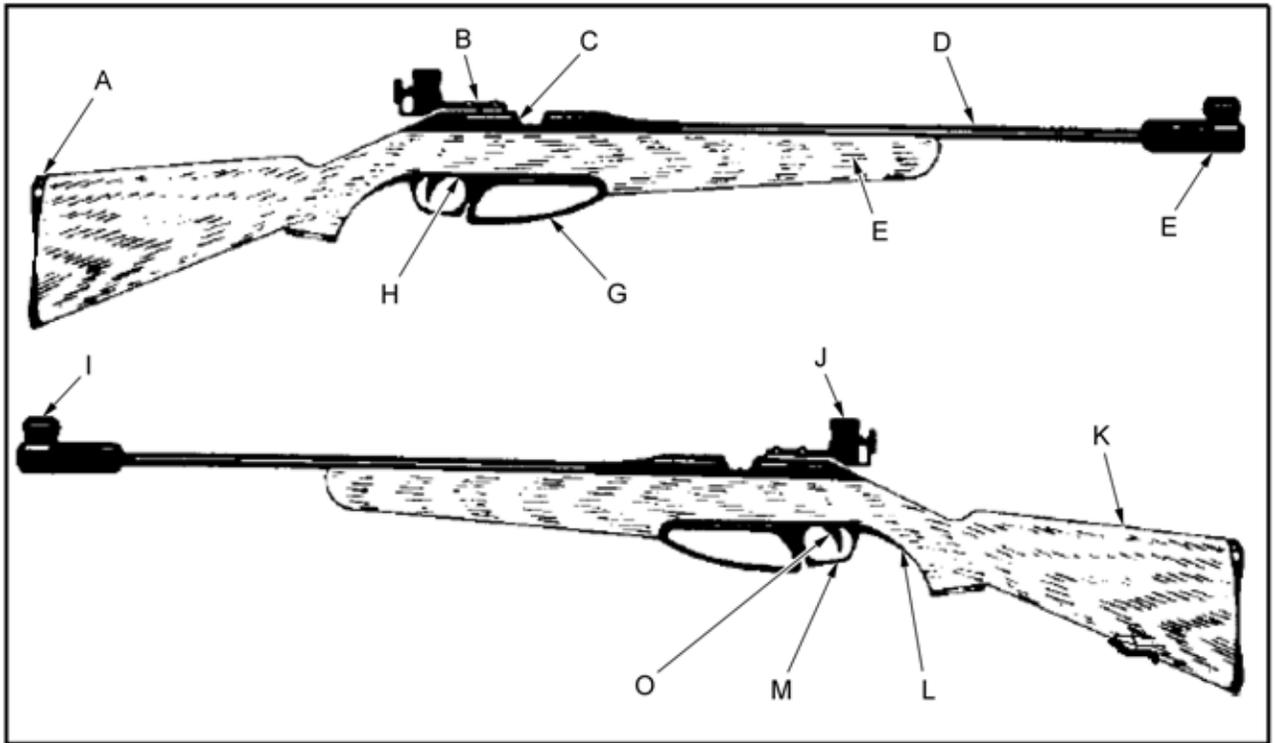
**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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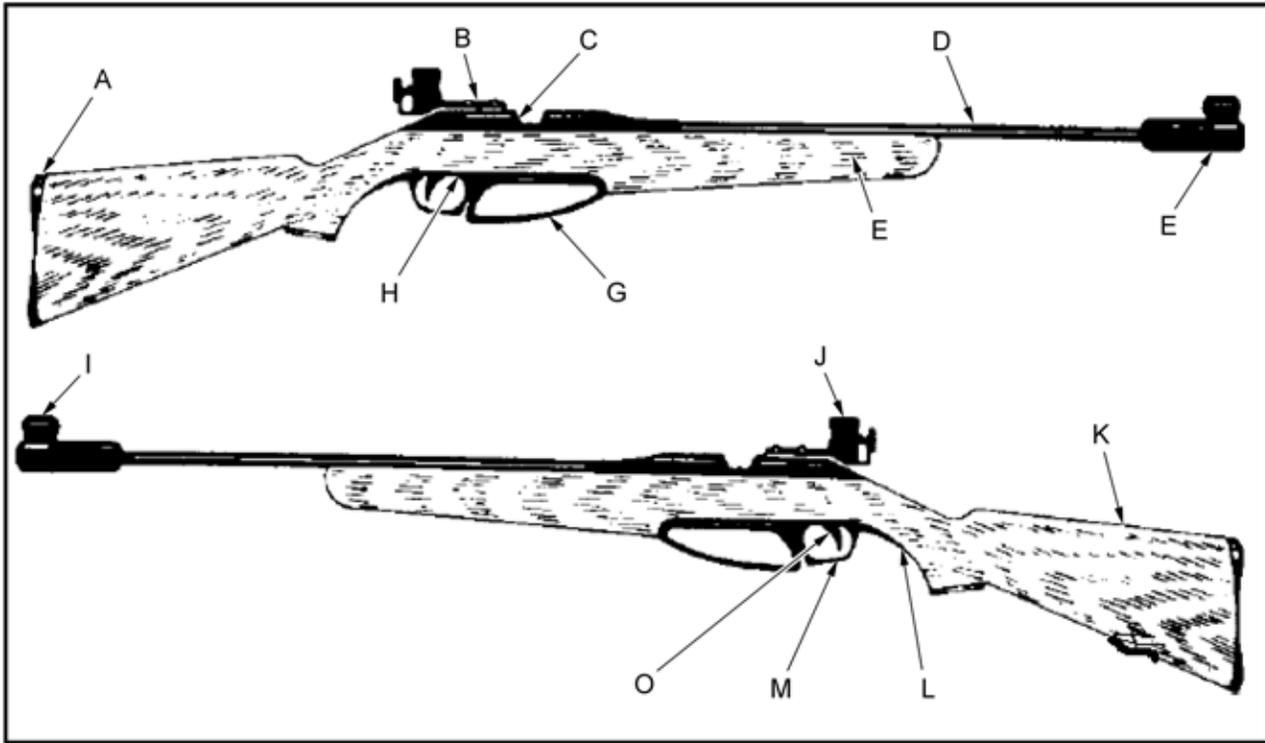
**PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE**



Put the letter next to the matching name of the part of the cadet air rifle.

- |     |                   |       |
|-----|-------------------|-------|
| 1.  | Feed Track        | _____ |
| 2.  | Small of the Butt | _____ |
| 3.  | Barrel            | _____ |
| 4.  | Fore End          | _____ |
| 5.  | Rear Sight        | _____ |
| 6.  | Trigger           | _____ |
| 7.  | Bolt              | _____ |
| 8.  | Safety Catch      | _____ |
| 9.  | Muzzle            | _____ |
| 10. | Pump Lever        | _____ |
| 11. | Front Sight       | _____ |
| 12. | Trigger Guard     | _____ |
| 13. | Butt Plate        | _____ |
| 14. | Stock             | _____ |

**ANSWER KEY**



Put the letter next to the matching name of the part of the cadet air rifle.

- |     |                   |          |
|-----|-------------------|----------|
| 1.  | Feed Track        | <u>C</u> |
| 2.  | Small of the Butt | <u>L</u> |
| 3.  | Barrel            | <u>D</u> |
| 4.  | Fore End          | <u>F</u> |
| 5.  | Rear Sight        | <u>J</u> |
| 6.  | Trigger           | <u>O</u> |
| 7.  | Bolt              | <u>B</u> |
| 8.  | Safety Catch      | <u>H</u> |
| 9.  | Muzzle            | <u>E</u> |
| 10. | Pump Lever        | <u>G</u> |
| 11. | Front Sight       | <u>I</u> |
| 12. | Trigger Guard     | <u>M</u> |
| 13. | Butt Plate        | <u>A</u> |
| 14. | Stock             | <u>K</u> |



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- carry out a safety precaution check on all rifles to be used during this lesson. State to cadets that the rifles have been inspected and are safe to handle.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate safety precautions on the cadet air rifle, while providing an opportunity for the cadets to practice under supervision.

An interactive lecture was chosen for TP 3 to orient the cadets to the safety regulations of the Daisy 853C Air rifle and generate interest.

**INTRODUCTION**

**REVIEW**

The pertinent review for this lesson from, EO M106.01, will include:

- Having the cadets identify the characteristics of the Daisy 853C, to include:
  - **Action.** Single pump pneumatic, straight pull-bolt.
  - **Calibre.** 0.177 calibre (4.5 mm).
  - **Safety.** Manual cross-bolt trigger block with red indicator.

- **Loading.** Single or auto indexing five-shot clip.
- **Muzzle Velocity.** 150.8 metres per second.
- Having the cadets identify parts of the Daisy 853C by physically pointing to them and naming them, to include:
  - butt plate,
  - small of the butt (pistol grip),
  - sling bracket (hand stop),
  - trigger,
  - trigger guard,
  - safety catch,
  - bolt,
  - pump lever,
  - muzzle,
  - barrel with barrel weight, and
  - feed track.

## OBJECTIVES

By the end of this lesson the cadet shall be expected to carry out individual safety precautions on the cadet air rifle.

## IMPORTANCE

Safety precautions are essential to ensure everyone's safety on the range. Every time a cadet picks up a rifle or steps on a range, they must have safety in mind and check to ensure the rifle is safe (an individual safety precaution check when receiving, handing over, or returning to a rifle). Even when a rifle is presumably safe, it is to be checked again.

---

### Teaching Point 1

### Explain and demonstrate safe rifle status for the Cadet Air Rifle.

Time: 10 min

Method: Demonstration and Performance

---

## REMOVING A RIFLE FROM THE CASE

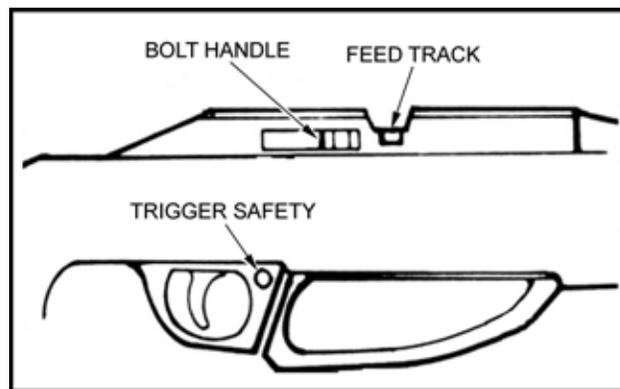
The rifle case should be clearly marked on the outside with an arrow, indicating in what direction the rifle inside is pointing. This will ensure that, when the case is opened, the rifle is pointing in a safe direction. The following steps must be followed when removing a rifle from its case:

1. Place the rifle case on a flat surface and ensure the arrow is pointing in a safe direction.
2. Open the case.
3. Cock the action (leave the bolt to the rear).
4. Confirm that the safety catch is ON.
5. Confirm that the pumping lever is partially open.

6. Slide the safety rod in the barrel towards the bolt until it can be seen in the feed track.
7. Remove the rifle from the case.
8. Remove the safety rod when you are on the firing line.

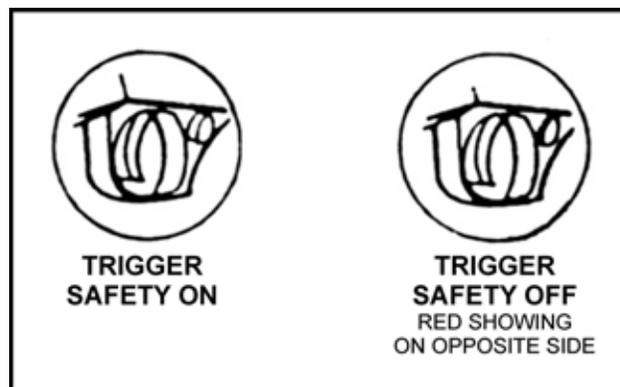
### SAFETY CATCH AND SECURITY MEASURES

The safety catch is a mechanism that, once engaged, prevents a rifle from firing by locking its trigger into place. It is located just in front of the trigger, on the trigger guard. To engage the safety catch (ON) it must be pushed towards the right **so no red can be seen**. To fire, the safety catch must be pushed towards the left in the OFF position and a red mark must be seen on it. For maximum security, it is recommended that the safety catch be kept engaged until the rifle is ready for firing.



*Daisy 853C Operational Manual*

Figure 1 Safety Catch

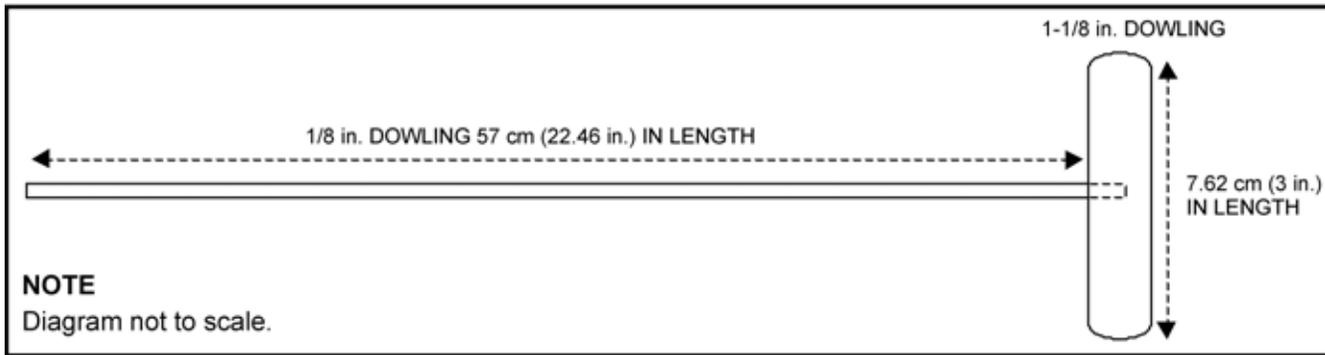


*Daisy 853C Operational Manual*

Figure 2 Safety Catch Detail View

### SAFETY ROD

To ensure that air rifles are not removed from the firing point or stored with a pellet in the chamber or barrel, a safety rod is to be inserted in the barrel from the muzzle end. It consists of two sections of doweling joined together in a "T" shape, and may be made of varying materials. Dimensions are detailed in Figure 6-2-3. The tip of the safety rod is to be coloured red so that it is visible in the feed track with the bolt fully to the rear.



Cadet Marksmanship Program Reference Manual

Figure 3 Safety Rod

### SAFE RIFLE STATUS



The instructor shall demonstrate and explain points 1, 2 and 3 of the safe rifle status checks using full demonstrations and explanations prior to each new skill, followed by a chance for the cadets to imitate the skill under supervision.

When not being handled on the range or in a training environment, the air rifle must be in a safe status. The following options denote various states of “safe rifle status”:

1. **In the rifle case:**
  - (a) The safety catch is ON.
  - (b) The bolt is forward.
  - (c) The action is not cocked.
  - (d) The safety rod is in the case but not in the barrel.
  - (e) The pump lever is partially open (5 to 8 cm).
2. **On the firing line:**
  - (a) The safety catch is ON.
  - (b) The bolt is to the rear.
  - (c) The pump lever is partially open.
3. **Off the firing line:**
  - (a) The safety catch is on.
  - (b) The bolt is to the rear.
  - (c) The safety rod is in the barrel (visible in the feed track).
  - (d) The pump lever is partially open.

---

### CONFIRMATION OF TEACHING POINT 1

---

Have the cadets, under supervision, perform the steps for “Safe Rifle Status” for:

- a. on the firing line; and
- b. off the firing line.

---

#### Teaching Point 2

**Carry out individual safety precautions.**

Time: 10 min

Method: Demonstration and Performance

---

#### INDIVIDUAL SAFETY PRECAUTIONS



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Upon receiving a rifle, or when the “Safe Rifle Status” is uncertain, individual safety precautions shall be done to confirm that the rifle is safe. An individual must ensure that:

1. the bolt is open fully to the rear;
2. the safety catch is in the ON position;
3. the pump lever is left partially open; and
4. a safety rod is placed in the barrel.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

---

### CONFIRMATION OF TEACHING POINT 2

---

Have cadets carry out individual safety precautions. Cadets will also be required to perform this skill during their air rifle handling test.

---

#### Teaching Point 3

**Explain and demonstrate safety regulations for the cadet air rifle.**

Time: 5 min

Method: Interactive Lecture

---

#### SAFETY REGULATIONS

Safety regulations are all common sense and are easy to apply when people understand that they are necessary to help prevent accidents with the air rifle. Regulations include:

1. treating the air rifle as if it is loaded;
2. never pointing the air rifle at anyone;

3. holding the rifle vertically when moving to and from the firing point;
4. leaving fingers off the trigger until ready to fire;
5. wearing safety glasses/goggles; and
6. employing hygiene on the range by washing hands after every practice.



The Canadian Firearms Centre safety training teaches that the vital four “**ACTS**” of firearm safety. The acronym “**ACTS**” stands for:

- **A**ssume every firearm is loaded.
- **C**ontrol the muzzle direction at all times.
- **T**rigger finger must be kept off the trigger and out of the trigger guard.
- **S**ee that the firearm is unloaded – prove it safe.

---

### CONFIRMATION OF TEACHING POINT 3

---

#### QUESTIONS

- Q1. Why do we follow safety regulations?
- Q2. What are some common sense safety regulations?
- Q3. What does the acronym “ACTS” stand for?

#### ANTICIPATED ANSWERS

- A1. To help prevent accidents with the air rifle.
- A2. Any from list taught:
  - (a) Treating the air rifle as if it is loaded.
  - (b) Never point the air rifle at anyone.
  - (c) Holding the rifle vertically when moving to and from the firing point.
  - (d) Leaving fingers off the trigger until ready to fire.
  - (e) Wearing safety glasses/goggles.
  - (f) Employing hygiene on the range by washing hands after every practice.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

---

**END OF LESSON CONFIRMATION**

---

**QUESTIONS**

- Q1. What does the arrow on the rifle case indicate?
- Q2. How do we know if the safety catch is ON?
- Q3. What are the vital four “**ACTS**” of firearm safety?

**ANTICIPATED ANSWERS**

- A1. The direction of the rifle inside the case.
- A2. No red can be seen.
- A3. **ACTS** stands for; **A**ssume every firearm is loaded, **C**ontrol the muzzle direction at all times, **T**rigger finger must be kept off the trigger and out of the trigger guard, **S**ee that the firearm is unloaded – prove it safe.

---

**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

**CLOSING STATEMENT**

Being able to carry out safety precautions on the cadet air rifle is essential for functioning safely on the range following directions given on the range, and successfully performing a handling test.

**INSTRUCTOR NOTES/REMARKS**

Emphasis must be placed on the safety aspects of this lesson.

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES**

Total Time:

60 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range prior to the beginning of the lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate basic marksmanship techniques, while providing an opportunity for the cadets to practice under supervision.



This lesson may be better presented using a round robin format for those units with large first year groups.

**INTRODUCTION**

**REVIEW**

The pertinent review for this lesson, from EO M106.02, will include:

## QUESTIONS

- Q1. Why are the individual safety precautions performed?  
Q2. What is the purpose of the “safety catch”?

## ANTICIPATED ANSWERS

- A1. To confirm a rifle is safe.  
A2. It prevents a rifle from firing by locking its trigger into place.

## OBJECTIVES

By the end of this lesson the cadet shall be expected to apply basic marksmanship techniques to include:

- prone position;
- basic holding;
- basic aiming;
- loading;
- firing; and
- unloading.

Cadets will apply the knowledge gained during this lesson when they participate in any range practice.

## IMPORTANCE

These techniques must all be applied in harmony. Improving one while not working on another will not produce the best results in the long run. Perfecting these techniques takes time and concentration. Cadets should remember – PRACTICE MAKES PERFECT!

---

### Teaching Point 1

**Explain and demonstrate the prone position.**

Time: 5 min

Method: Demonstration and Performance

---

The first principle of marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

### OBJECTIVES OF A GOOD POSITION



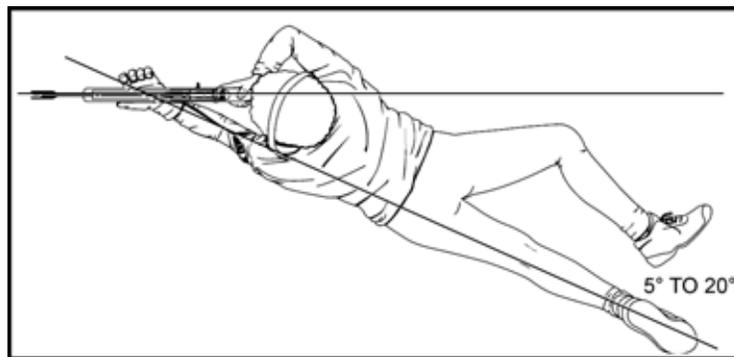
Have cadets down get on the mat and assume the prone position. From here, the instructor is better prepared to observe the cadets imitating the skills being taught.



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.  
The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

Obtaining a good prone position is one of the most, if not the most, important principle of marksmanship. A good prone position helps to maintain comfort and stability during the firing session. The prone position is assumed when the marksman lies flat, directly behind the rifle, with a very slight angle between their body and the rifle, and in line with the target. The position should be:

- natural;
- without strain;
- comfortable; and
- stable, in that the:
  - body should form an angle with the line of sight;
  - spine should remain straight;
  - left leg should be parallel with the spine;
  - right foot should turn out and point to the right;
  - left foot should either be straight or point towards the right; and
  - right knee should form an angle with the left leg.



*Cadet Marksmanship Program Reference Manual*

Figure 1 Prone Position



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

### CONFIRMATION OF TEACHING POINT 1



The instructor will divide the group into two, or, by the number of air rifles available.

The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

**Teaching Point 2****Explain and demonstrate how to hold the cadet air rifle.**

Time: 5 min

Method: Demonstration and Performance

**HOLDING THE CADET AIR RIFLE**

The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

The prone position allows holding to be achieved with as little movement and muscular tension as possible, in that the:

- left elbow should be positioned slightly to the left of the rifle;
- left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;
- right hand should slightly grip the small of the butt with constant pressure;
- right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;
- right elbow should rest naturally where it falls, not too close or too far from the rifle;
- the shoulders should be straight and form right angles with the spine;
- the butt plate is kept firmly in the hollow of the right shoulder. The right elbow will naturally fall in the same spot throughout the relay; and
- the head rests comfortably on the butt and remains straight.



*Cadet Marksmanship Program Reference Manual*

Figure 2 Prone Position (Front)



*Cadet Marksmanship Program Reference Manual*

Figure 3 Prone Position (Side)



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

---

**CONFIRMATION OF TEACHING POINT 2**


---



The instructor will divide the group into two, or, by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe, and then have them trade places, and repeat.

---

**Teaching Point 3**

**Explain and demonstrate how to aim the cadet air rifle.**

Time: 5 min

Method: Demonstration and Performance

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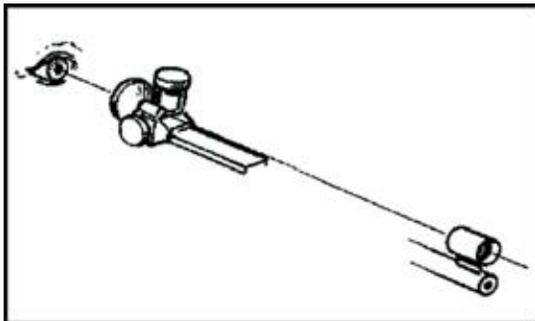
**AIMING THE CADET AIR RIFLE**

Cadets must constantly strive to maintain proper sight alignment, while obtaining a sight picture. It is the most critical element of the aiming process.

The **aiming process** consists of:

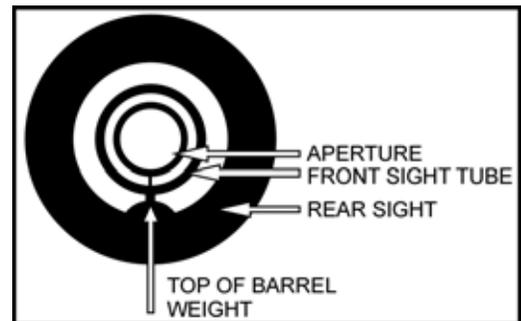
- adopting a comfortable position; and
- ensuring proper body alignment with the target.

**Sight Alignment.** It is the alignment of the eye, the rear sight, and the front sight. When cadets bring their eye 5 to 15 cm from the rear sight, they will find that the small hole is large enough to look through and see all of the front sight. Proper sight alignment is a matter of centering the front sight tube in the rear sight. The tube will not quite fill the rear sight and cadets will be able to see light around the outside of the tube; we call this a “line of white”.



*Cadet Marksmanship Program Reference Manual*

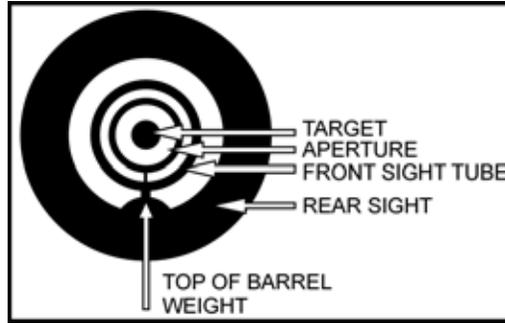
Figure 4 Sight Alignment



*Cadet Marksmanship Program Reference Manual*

Figure 5 Line of White

**Sight Picture.** To obtain a proper sight picture, a bull’s-eye is simply added to the innermost ring. The goal during the aiming process is to maintain proper sight alignment while keeping the bull centered in the front sight.



*Cadet Marksmanship Program Reference Manual*

Figure 6 Sight Picture

---

### CONFIRMATION OF TEACHING POINT 3

---

#### QUESTIONS

- Q1. What are the two critical elements of the aiming process?
- Q2. Sight alignment consists of what three things?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

#### ANTICIPATED ANSWERS

- A1. Adopting a comfortable position, and ensuring proper body alignment with the target.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.



The cadets' aiming abilities will be further assessed during future range practices. The instructor(s) will observe cadets during practices, and assess targets to confirm the skill of aiming.

**Teaching Point 4**

**Explain, demonstrate, and have the cadets practice (dry fire) the actions required on the command “Relay, load, commence firing.”**

Time: 15 min

Method: Demonstration and Performance

**LOADING THE AIR RIFLE**

The instructor shall provide an explanation and demonstration of the complete skill.

The instructor shall also provide an explanation and demonstration of each step required to effectively complete the skill.

Then, the cadets, under the supervision of the instructor, will have an opportunity to perform each step.

This will be conducted as a DRY FIRE EXERCISE ONLY.

On the command “Relay load” the following sequence must be followed:

Loading procedure:

1. pick up the rifle with the left hand;
2. ensure the safety catch is in the ON position;
3. pump the air rifle, pausing for three seconds with the pump handle fully extended;
4. bring the pump handle back to closed position;
5. simulate loading a pellet, or load an auto indexing five pellet-clip into the feed track; and
6. close the bolt.



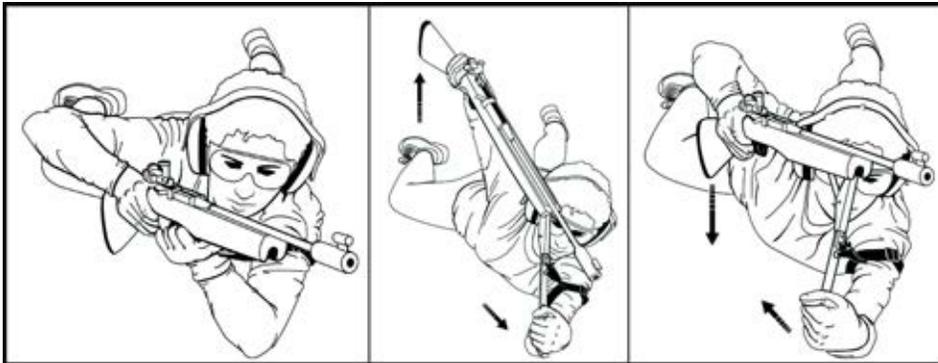
The following methods may be used when pumping the air rifle:

- **Option 1.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle. The rifle should remain stationary during the pumping process and always point towards the targets.
- **Option 2.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Place the butt of the rifle under the right arm or shoulder for support. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle allowing the underarm and shoulder to help hold the rifle steady when closing the pump handle. Remember that the rifle must always point towards the targets.
- **Option 3. Coach assistance.** Point the rifle in a safe direction and request the assistance from a coach. The coach should move in and pump the rifle using both hands. This should be used as last resorts as any cadet can easily do the above two options.

## FIRING THE CADET AIR RIFLE

On the command "Fire", the following sequence must be followed:

1. when the RSO gives the command, place safety catch in the OFF position;
2. aim the air rifle at the target;
3. squeeze the trigger;
4. open the bolt, pump the rifle, re-load, aim and fire;
5. repeat the last step until firing is complete;
6. upon completion, place the safety catch in the ON position, open the bolt and partially open the pump lever; and
7. lay the air rifle down.



*Cadet Marksmanship Program Reference Manual*

Figure 7 Pumping the air rifle



The rifle should not be pumped more than once per shot. This air rifle is designed to withstand the pressure based on a single pump stroke.

---

### CONFIRMATION OF TEACHING POINT 4

---

The instructor will divide the group into two, or into the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

---

**Teaching Point 5**

**Explain, demonstrate, and have the cadets practice the actions required on the command "Relay, unload and prepare for inspection."**

Time: 20 min

Method: Demonstration and Performance

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The instructor shall provide an explanation and demonstration of the complete skill.

The instructor shall also provide an explanation and demonstration of each step required to effectively complete the skill.

Then, the cadets, under the supervision of the instructor, will have an opportunity to perform each step.

This will be conducted as a DRY FIRE EXERCISE ONLY.

**UNLOADING AND PREPARING FOR INSPECTION**

Follow the unloading sequence of the cadet air rifle, to include:

1. pick up the air rifle;
2. remove the five pellet clip (if used);
3. pump the air rifle (hold for three seconds and close);
4. move the bolt forward (do not insert a pellet);
5. place the safety catch in the OFF position;
6. aim the rifle at the target;
7. squeeze the trigger;
8. open the bolt;
9. place the safety catch in the ON position;
10. open the pump lever 5-8 cm;
11. place the rifle on the shoulder, muzzle pointed down range;
12. wait to be cleared by the RSO; and
13. lay the rifle down.

---

**CONFIRMATION OF TEACHING POINT 5**

---

The instructor will divide the group into two, or into the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

---

**END OF LESSON CONFIRMATION**

---

The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence for all teaching points as demonstrated, while the remainder observe, and then have them trade places, and repeat.

---

**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

**CLOSING STATEMENT**

The first principle of marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

**INSTRUCTOR NOTES/REMARKS**

1. Emphasis must be placed on the safety aspects of this lesson.
2. Ensure thorough confirmation by stages.

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE**

---

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used when teaching the lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TP 1 to orient the cadets to the rules to be followed on a range and generate interest.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate responding to range commands, while providing an opportunity for the cadets to practice under supervision

---

**INTRODUCTION**

---

**REVIEW**

The pertinent review for this lesson, from EO M106.03, will include:

**QUESTIONS**

- Q1. What two things do a good prone position help to maintain?
- Q2. Sight alignment consists of what three steps?
- Q3. What is added to the innermost ring to obtain a proper sight picture?

## ANTICIPATED ANSWERS

- A1. Comfort and stability.
- A2. The eye, the rear sight, and the front sight.
- A3. A bull's-eye.

## OBJECTIVES

By the end of this lesson the cadet shall be expected to handle rifles safely and properly execute range commands.

## IMPORTANCE

Firearms safety is the number one priority on and off the range so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by ignorance of proper rifle operating procedures or by mishandling.

---

### Teaching Point 1

**Explain rules cadets must follow on the range.**

Time: 10 min

Method: Interactive Lecture

---

## RULES CADETS MUST FOLLOW ON THE RANGE



**The instructor will read Local Range Standing Orders at the beginning of this period.**

Range Standing Orders are locally produced for each range. They detail rules to be followed on that range. General rules observed on all ranges include:

1. Rifles will be proved safe when picked up, handed to or received from another person.
2. Rifles are never pointed at any person.
3. Safety rods shall be inserted into the barrels of rifles when not in use on the range.
4. Horseplay is forbidden on the range.
5. Rifles, whether loaded or not, will always be pointed down range.
6. Eating is not permitted on or near the range or around the pellets.
7. All personnel shall read or be briefed on the contents of the Range Standing Orders.
8. The RSO's directions and orders are to be obeyed at all times.

---

**CONFIRMATION OF TEACHING POINT 1**


---

**QUESTIONS**

- Q1. When should a rifle be proved safe?
- Q2. When can rifles be pointed at other people?
- Q3. When should the directions and orders of the RSO be followed?

**ANTICIPATED ANSWERS**

- A1. When picked up, handed to or received from another person.
- A2. Rifles are never pointed at any person.
- A3. The RSO's directions and orders are to be obeyed at all times.

**Teaching Point 2****Explain range commands.**

Time: 15 min

Method: Demonstration and Performance



The instructor shall provide an EXPLANATION and DEMONSTRATION of each command and the associated action to be taken.

**All loading/firing is to be simulated. No pellets are to be fired.**

**RANGE COMMANDS CADETS MUST FOLLOW**

<b>COMMAND</b>	<b>ACTION</b>
<b>“Cover off your firing point”</b>	Stand up, move behind the firing point and await further commands.
<b>“Place your equipment down and stand back”</b>	Lay the equipment down on the mat and stand back when finished.
<b>“Adopt the prone position”</b>	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing (if applicable) and eye protection.
<b>Type of firing</b>	This command includes information about the range and type of firing. i.e., Relay #__, ten (10) metres, five (5) rounds, Grouping, On Your Own Time...
<b>“Relay, load, commence firing”</b>	Pick up the rifle with the left hand; Ensure the safety catch is in the ON position; Pump the rifle, pausing for three seconds with the pump handle fully extended; Bring the pump handle back to the closed position; Load the pellet; Close the bolt; Place the safety catch in the OFF position; Aim the rifle at the target. Squeeze the trigger; Open the bolt, pump the rifle, re-load, aim, and fire; Repeat the last step until firing is complete; Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and Lay down the rifle.

COMMAND	ACTION
<b>MAY BE GIVEN</b>	
<b>“Relay, cease fire”</b>	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
<b>“Relay, resume fire”</b>	Put the safety in the OFF position and continue the practice.
<b>“Relay, unload and prepare for inspection”</b>	Pick up the rifle; Remove the five (5) pellet clip if used; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.
<b>“Relay, stand up”</b>	Stand up and leave the equipment on the ground.
<b>“Change targets”</b>	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
<b>“Change relays”</b>	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.



Cadets will IMITATE the demonstration provided by the instructor for each step within the process. The instructor(s) will SUPERVISE the cadets during this imitation.



The information in this teaching point is amplified in Attachment A, and should be reviewed prior to any cadet participating in a marksmanship practice.

---

**CONFIRMATION OF TEACHING POINT 2**

---

Confirmation of this teaching point shall be accomplished through observation during the above imitation and supervision phases.

---

**END OF LESSON CONFIRMATION**

---

**QUESTIONS**

- Q1. When is horseplay allowed on the range?
- Q2. The contents of the Range Standing Orders shall be read to whom?
- Q3. What direction must rifles be pointed while on the range?

**ANTICIPATED ANSWERS**

- A1. Never, it is forbidden.  
A2. Everyone.  
A3. Down range at all times.

---

**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

Study "Range Commands and Action" chart prior to all range practices.

**METHOD OF EVALUATION**

Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

**CLOSING STATEMENT**

Firearms safety is the number one priority on and off the range, so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by either ignorance of proper rifle operating procedures, or by mishandling.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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**RANGE COMMANDS**

<b>COMMAND</b>	<b>ACTION</b>
<b>“Cover off your firing point”</b>	Stand up, move behind the firing point and await further commands.
<b>“Place your equipment down and stand back”</b>	Lay the equipment down on the mat and stand back when finished.
<b>“Adopt the prone position”</b>	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing (if applicable) and eye protection.
<b>Type of firing</b>	This command includes information about the range and type of firing. i.e., Relay #__, ten (10) metres, five (5) rounds, Grouping, On Your Own Time...
<b>“Relay, load, commence firing”</b>	Pick up the rifle with the left hand; Ensure the safety catch is in the ON position; Pump the rifle, pausing for three seconds with the pump handle fully extended; Bring the pump handle back to the closed position; Load the pellet; Close the bolt; Place the safety catch in the OFF position; Aim the rifle at the target. Squeeze the trigger; Open the bolt, pump the rifle, re-load, aim, and fire; Repeat the last step until firing is complete; Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and Lay down the rifle.
<b>MAY BE GIVEN</b>	
<b>“Relay, cease fire”</b>	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
<b>“Relay, resume fire”</b>	Put the safety in the OFF position and continue the practice.
<b>“Relay, unload and prepare for inspection”</b>	Pick up the rifle; Remove the five (5) pellet clip if used; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.
<b>“Relay, stand up”</b>	Stand up and leave the equipment on the ground.
<b>“Change targets”</b>	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.
<b>“Change relays”</b>	Cadets who have just fired pick up their personal equipment and move off the firing point. The new relay covers off behind the firing point.

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**COMMON TRAINING**  
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**SECTION 5**

**EO M106.05 – PARTICIPATE IN MARKSMANSHIP FAMILIARIZATION USING THE CADET AIR RIFLE**

Total Time:

90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, unit range standing orders, and become familiar with the material prior to delivering the lesson.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

Photocopy the Cadet Air Rifle Handling Test for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience marksmanship familiarization in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

**INTRODUCTION**

**REVIEW**

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

**QUESTIONS:**

- Q1. Why do we follow safety regulations?
- Q2. How would you verify the safety catch is ON?
- Q3. What are the four “ACTS” of firearm safety?

**ANTICIPATED ANSWERS:**

A1. We follow safety regulations to prevent accidents with the cadet air rifle.

A2. When the safety is ON, no red can be seen.

A3. The mnemonic "ACTS" stands for:

- Assume every firearm is loaded.
- Control the muzzle direction at all times.
- Trigger finger must be kept off the trigger and out of the trigger guard.
- See that the firearm is unloaded (prove it safe).

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in marksmanship familiarization using the cadet air rifle.

**IMPORTANCE**

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

**Teaching Point 1****Supervise the cadets' participation in marksmanship familiarization.**

Time: 10 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.



The range safety briefing is normally conducted by a Range Safety Officer (RSO), as the safety of the range is their responsibility.

**CONDUCT A RANGE BRIEFING**

The following elements may be included in a range briefing. They would be adjusted based on the requirements of the activity.

1. Welcome and staff introduction.
2. An overview of the range layout. Description of the out of bounds / danger areas, location of range facilities, location of concurrent activities, as well as routes of access.
3. The general safety rules.
4. An explanation of the activity and course of fire: Type of activity / Training conducted, the distance, the targets being used, the indication (number of rounds and how they will be fired), and the scoring.
5. The equipment being used, eg rifles, ammunition, safety equipment.
6. The safety precautions: individual safety precautions, rifle safety principles, and safe rifle status.
7. The range commands that will be heard during the activity.
8. The cease fire command: When to use it, who can call it, and action upon hearing a cease fire.
9. Immediate actions (IAs) and stoppages: The types of stoppages that may occur and the immediate actions that must be taken.
10. Personal hygiene, eg washing hands after handling ammunition or rifles.
11. First aid and emergencies: Location of first aid point, identification of first aider, action in the event of an emergency, emergency routes of access, emergency response plan.
12. Assignment of relays: Number of relays, assignment of relay, and timing of relay.
13. Concurrent activities: Type, timing, supervisory staff / OPI.
14. Additional items, eg ensuring handling tests have been completed, timing for the activity (when the activity will begin), declaration requirements, breaks, messing / meals / snacks, set up and dismantling of the range.
15. Opportunity for cadets to ask questions.

## CONDUCT THE AIR RIFLE HANDLING TEST

As per instructions in the Qualification Standard Plan, Chapter 3, Annex C, conduct the Air Rifle Handling Test.



Each cadet must complete the Air Rifle Handling Test prior to firing pellets or felt cleaning pellets on a range.

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### ACTIVITY

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#### OBJECTIVE

The objective of this activity is to have the cadets participate in marksmanship familiarization.

#### RESOURCES

- Cadet air rifle (one per firing lane),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Marksmanship mats (one per firing lane),
- Scoring template,
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Safety glasses / goggles (one per firing lane and for range staff), and
- Pen / pencil.

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

Once the range briefing has been conducted, and cadets have successfully completed the cadet air rifle handling test, supervise the cadets' participation in a marksmanship familiarization activity.

#### SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

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### CONFIRMATION OF TEACHING POINT 1

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

---

**END OF LESSON CONFIRMATION**

---

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

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**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.

**INSTRUCTOR NOTES / REMARKS**

Hand-washing stations must be available for cleanup after the activity is completed.

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO C106.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY**

Total Time:

90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–R as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

**INTRODUCTION**

**REVIEW**

The review for this lesson consists in the procedures evaluated as part of the Air Rifle Handling Test.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated 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.

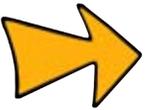
**Teaching Point 1****Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.



The range safety briefing is normally conducted by a Range Safety Officer (RSO), as the safety of the range is their responsibility.

**CONDUCT A RANGE BRIEFING**

The following elements may be included in a range briefing. They would be adjusted based on the requirements of the activity.

1. Welcome and staff introduction.
2. An overview of the range layout. Description of the out of bounds / danger areas, location of range facilities, location of concurrent activities, as well as routes of access.
3. The general safety rules.
4. An explanation of the activity and course of fire: Type of activity / Training conducted, the distance, the targets being used, the indication (number of rounds and how they will be fired), and the scoring.
5. The equipment being used, eg rifles, ammunition, safety equipment.
6. The safety precautions: individual safety precautions, rifle safety principles, and safe rifle status.
7. The range commands that will be heard during the activity.
8. The cease fire command: When to use it, who can call it, and action upon hearing a cease fire.
9. Immediate actions (IAs) and stoppages: The types of stoppages that may occur and the immediate actions that must be taken.
10. Personal hygiene, eg washing hands after handling ammunition or rifles.
11. First aid and emergencies: Location of first aid point, identification of first aider, action in the event of an emergency, emergency routes of access, emergency response plan.
12. Assignment of relays: Number of relays, assignment of relay, and timing of relay.
13. Concurrent activities: Type, timing, supervisory staff / OPI.
14. Additional items, eg ensuring handling tests have been completed, timing for the activity (when the activity will begin), declaration requirements, breaks, messing / meals / snacks, set up and dismantling of the range.
15. Opportunity for cadets to ask questions.

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## ACTIVITY

---

**OBJECTIVE**

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

**RESOURCES**

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per firing lane),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Marksmanship mats (one per firing lane),
- Safety glasses / goggles (one per person in the room),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Stopwatch, and
- Pen / pencil.



Additional resources required for specific marksmanship activities may be found in the Attachments.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

Ensure all cadets have completed the Air Rifle Handling Test prior to the conduct of this activity. Cadets who have not completed the Air Rifle Handling Test must do so prior to firing on the range.

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.
3. Conduct a recreational marksmanship activity, choosing from the following categories:
  - (a) classification,
  - (b) fun activities,

- (c) timed activities, or
- (d) competitive team / individual activities.

**SAFETY**

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

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**CONFIRMATION OF TEACHING POINT 1**

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**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 zone, regional, and national levels.

**INSTRUCTOR NOTES / REMARKS**

Hand-washing stations must be available for cleanup after the activity is completed.

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

## RECREATIONAL MARKSMANSHIP ACTIVITIES

### CLASSIFICATION

- Classification (Attachment B)

### FUN ACTIVITIES

- Pyramid (Attachment C)
- Beach Ball (Attachment D)
- Balloons (Attachment E)
- Rack'em Up (Attachment F)
- Lights Out (Attachment G)
- Save the Day (Attachment H)
- Flower Pot (Attachment I)

### TIMED ACTIVITIES

- Chase the Dots (Attachment J)
- Speed Grid (Attachment K)
- Beat the Clock (Attachment L)
- Dartboard (Attachment M)
- Cut the Fuses (Attachment N)
- Shoo-Fly (Attachment O)
- Good Break (Attachment P)

### COMPETITIVE TEAM / INDIVIDUAL ACTIVITIES

- Simulated Stage 1 Championship (Attachment Q)
- Simulated Stage 2 Championship (Attachment R)

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## CLASSIFICATION

### CLASSIFICATION ACTIVITY

**Objective:** To provide cadets the opportunity to obtain marksmanship classifications.

**Scoring:** The standard for the classification levels are:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

#### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- CCT2000GRTD Canadian Cadet Movement Air Rifle Grouping Target (two per cadet),
- Air Rifle Grouping Template from A-CR-CCP-177/PT-001 (p. B1-1),
- Target frame, and
- Stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Marksmanship glove, and
- Hat.

**Activity Instructions:**

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute two targets to each cadet.
3. Have the cadets write their name and date on the targets and attach them to the target frame.
4. Give each cadet in the relay 10 pellets to fire 5 into the centre of each target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using the Air Rifle Grouping Template.
9. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

## PYRAMID

**Objective:** To fire pellets into each point on the pyramid.

**Scoring:** Score the targets awarding:

- a. three points for each corner hit on the pyramid,
- b. two points for each hit within one block of a corner,
- c. one point for each hit within two blocks of a corner.

**Equipment Required:**

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (6 per participant),
- Pyramid Target (one per participant),
- Target frame, and
- Stopwatch.

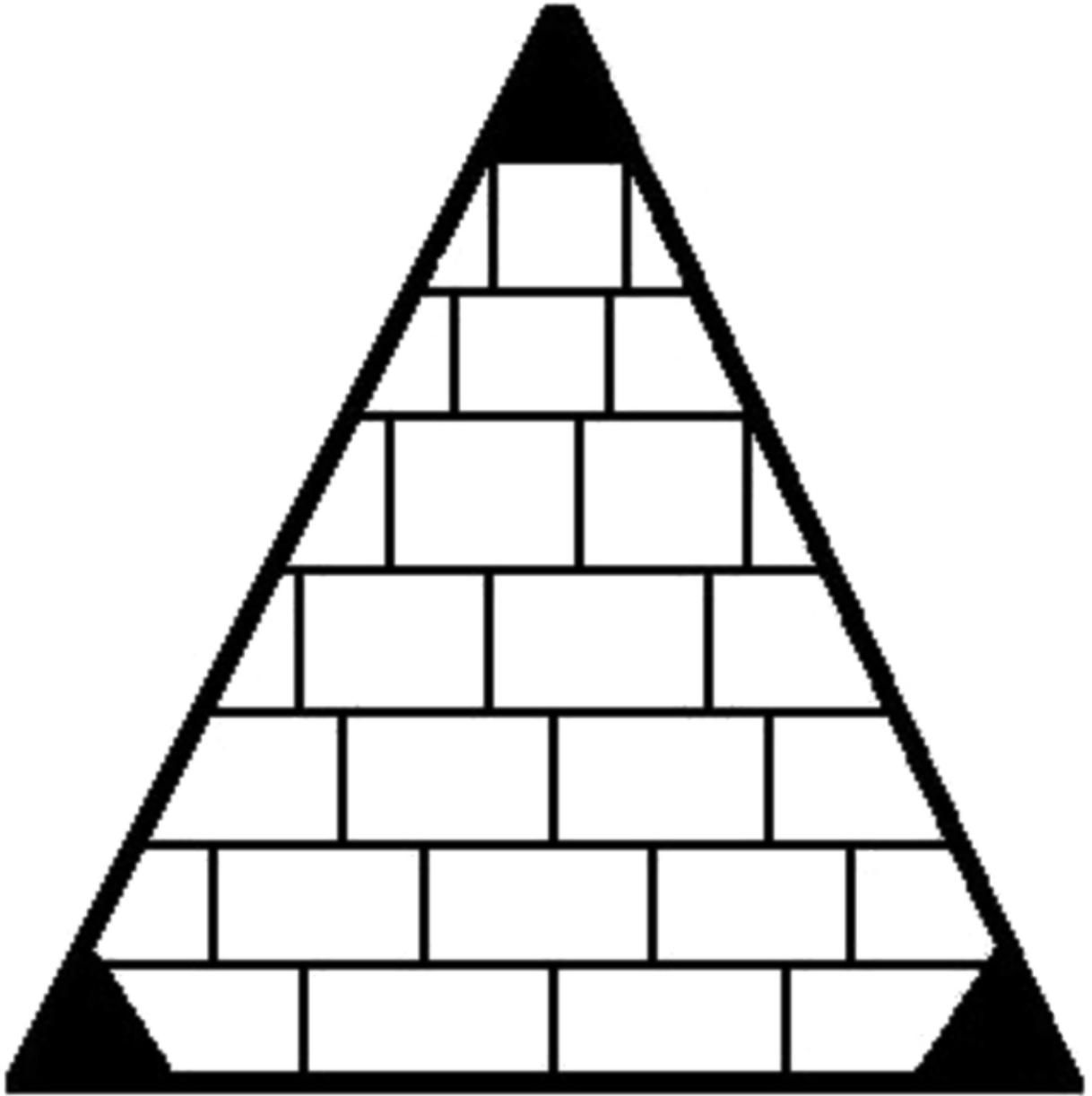
**Activity Instructions:**

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay six pellets to fire, two pellets into each corner of the pyramid.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets three minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding:
  - three points for each corner hit on the pyramid,
  - two points for each hit within one block of a corner,
  - one point for each hit within two blocks of a corner.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

# PYRAMID TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

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## BEACH BALL

**Objective:** To fire 10 pellets into the black circle on the beach ball.

**Scoring:** One point is awarded for each successful hit in the black circle.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Beach Ball Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire into the black circle of the beach ball.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 10 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each pellet hit within the black circle.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

## BEACH BALL TARGET



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Score: \_\_\_\_\_

## BALLOONS

**Objective:** To fire pellets into balloons on the target.

**Scoring:** One point is awarded for each balloon hit by a pellet.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (20 per participant),
- Balloon Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

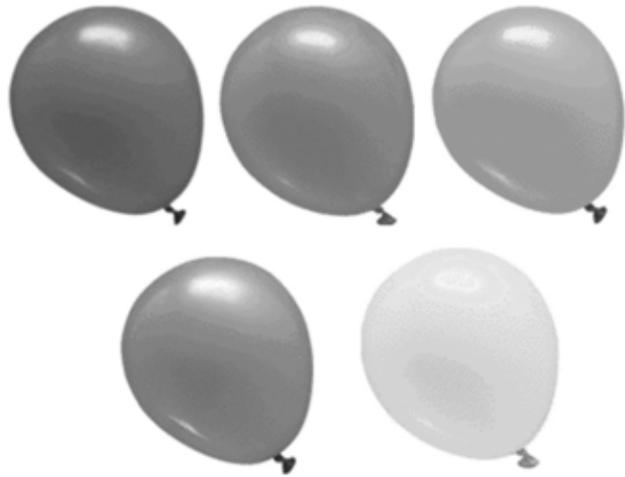
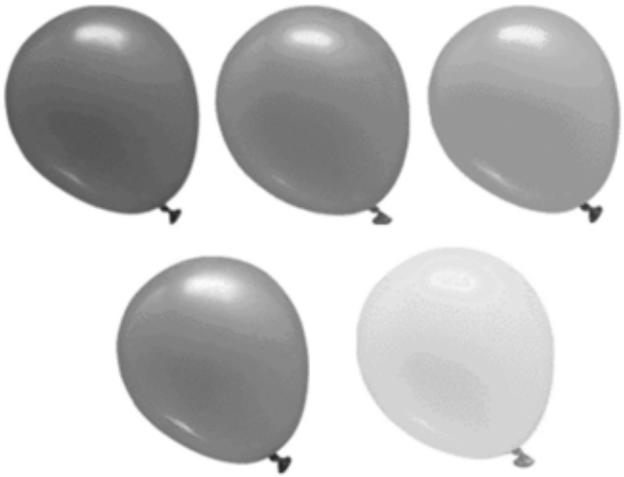
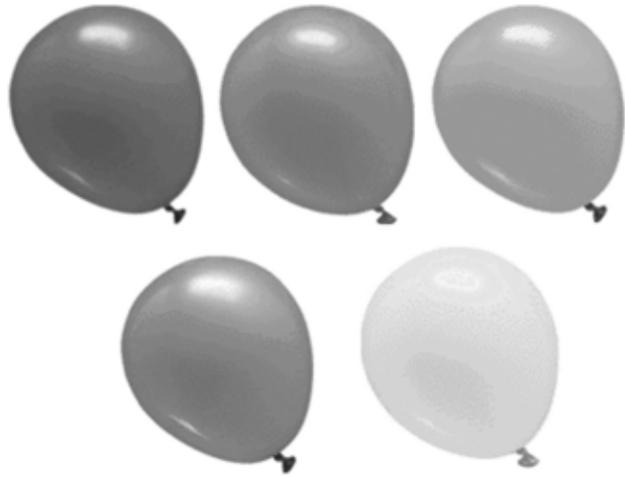
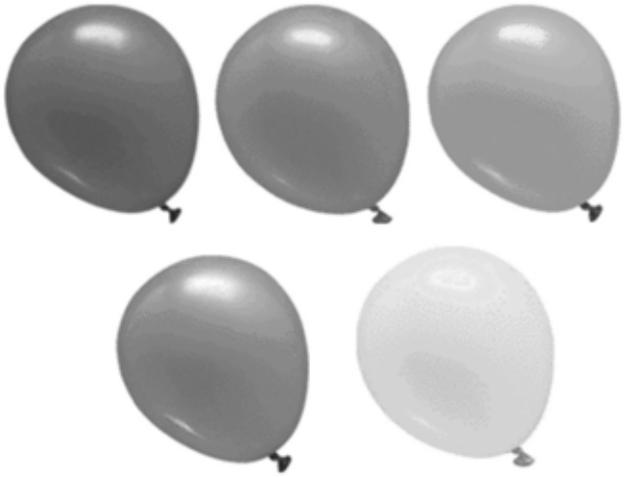
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 20 pellets to fire, one pellet into each balloon.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each balloon hit.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

## BALLOON TARGET



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Score: \_\_\_\_\_

## RACK'EM UP

**Objective:** The cadets will be given 15 pellets and 15 minutes to fire a 1 pellet at the centre of each billiard ball.

**Scoring:** Targets will be scored by totalling the value for each billiard ball where the centre circle has a pellet hole located in it. Value for each ball is found on the billiard ball score sheet.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (15 per participant),
- Rack'em up Target (one per participant),
- Rack'em up scoresheet,
- Target frame, and
- Stopwatch.

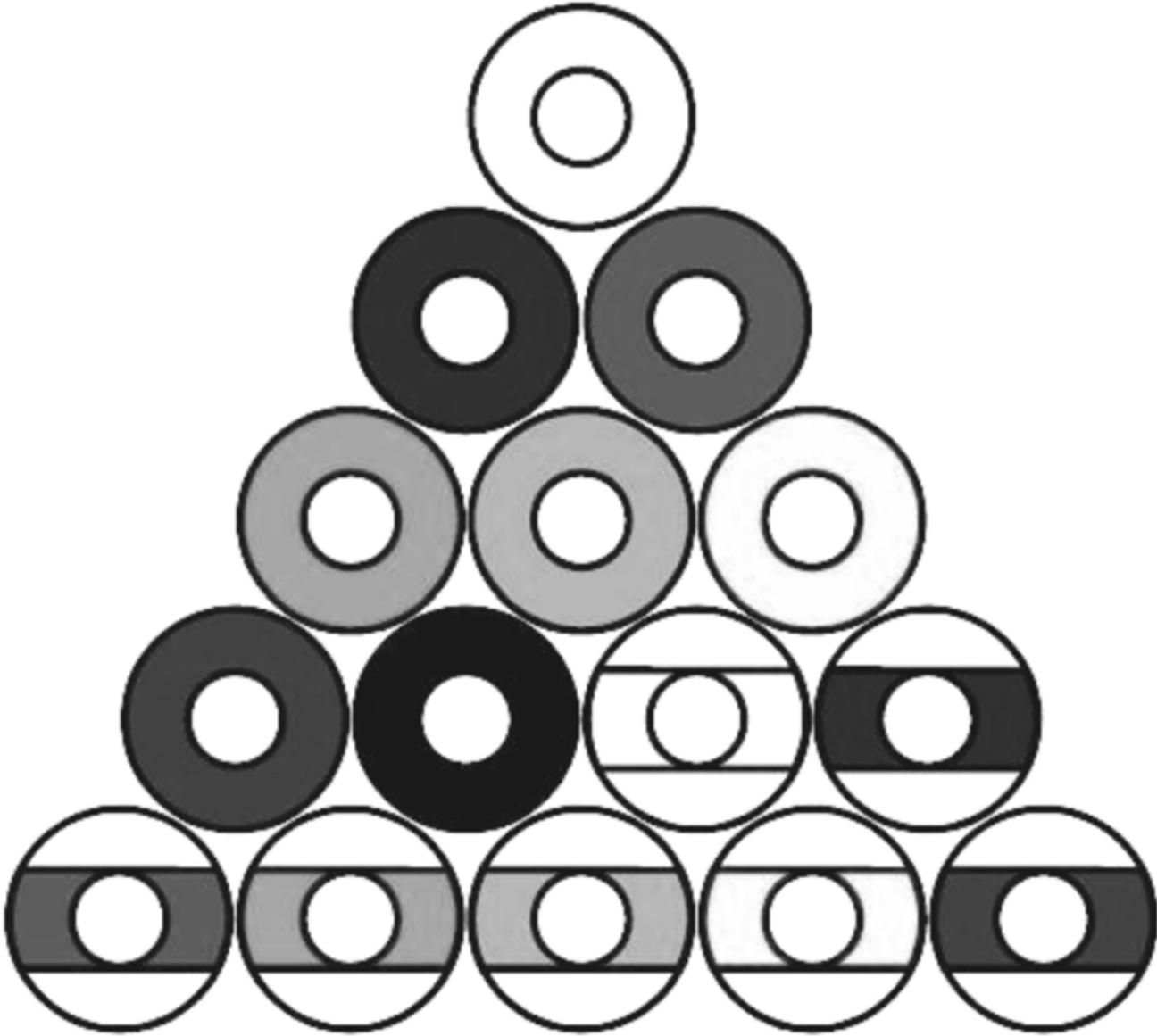
### Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 15 pellets to fire, one pellet into each billiard ball.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets awarding one point for each balloon hit.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

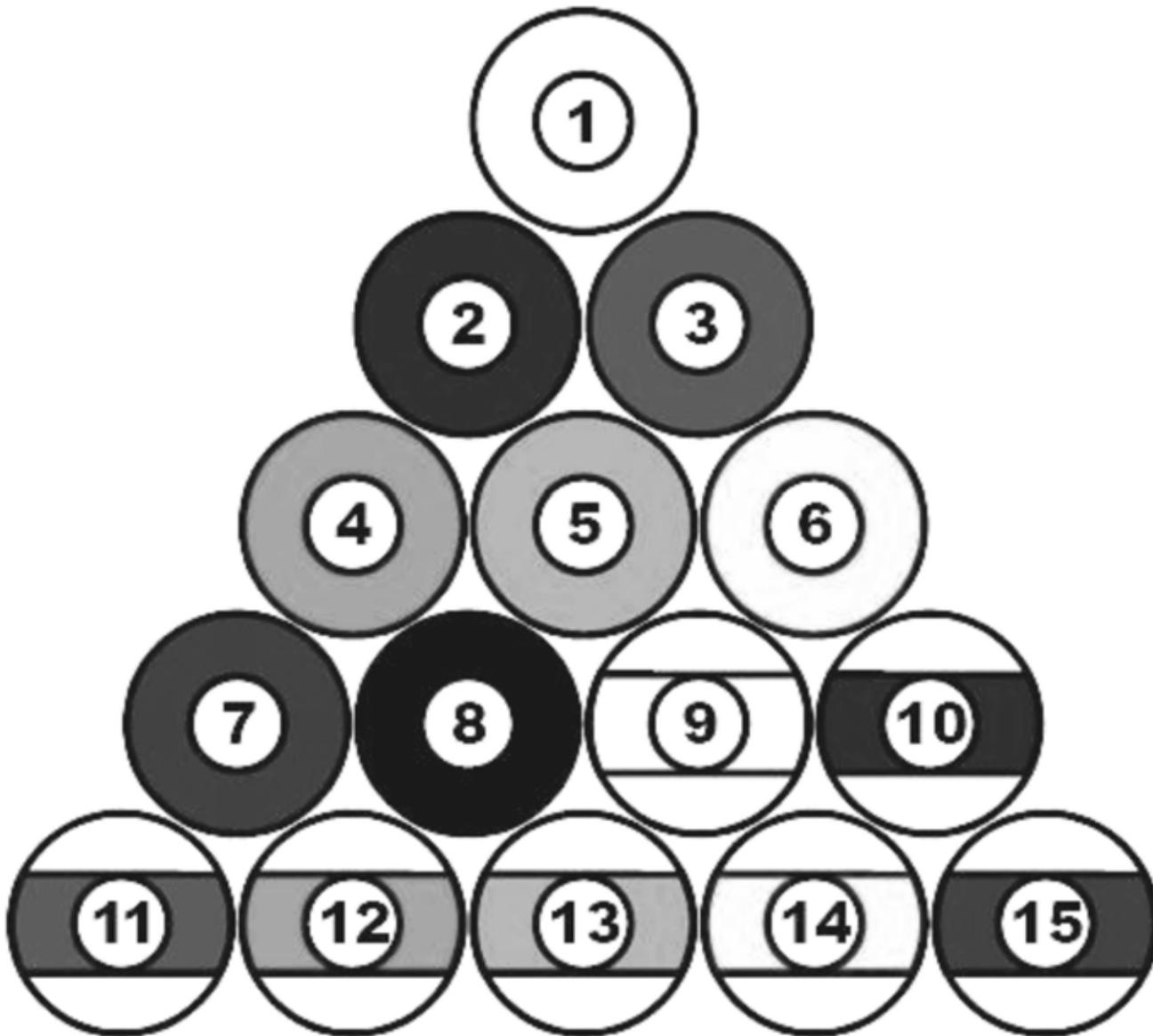
# RACK'EM UP TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

# RACK'EM UP SCORESHEET



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## LIGHTS OUT

**Objective:** The cadets will be given 10 pellets and 15 minutes to break all 6 light bulbs.

**Scoring:** One point is awarded for each broken bulb and two points for each broken filament. No points will be awarded for the screw base.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Lights Out Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

## LIGHTS OUT TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## SAVE THE DAY

**Objective:** The cadets will be given 5 pellets and 10 minutes to fire at (cut) the fuse of the dynamite.

**Scoring:** To defuse the dynamite, the cadet must hit the fuse above the split without hitting the dynamite. If the fuse is hit below the split, all three pieces must be hit to defuse the dynamite. A hit on the dynamite will cause it to explode.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (five per cadet),
- Save the Day Targets (one per cadet),
- Target frame, and
- Stopwatch.

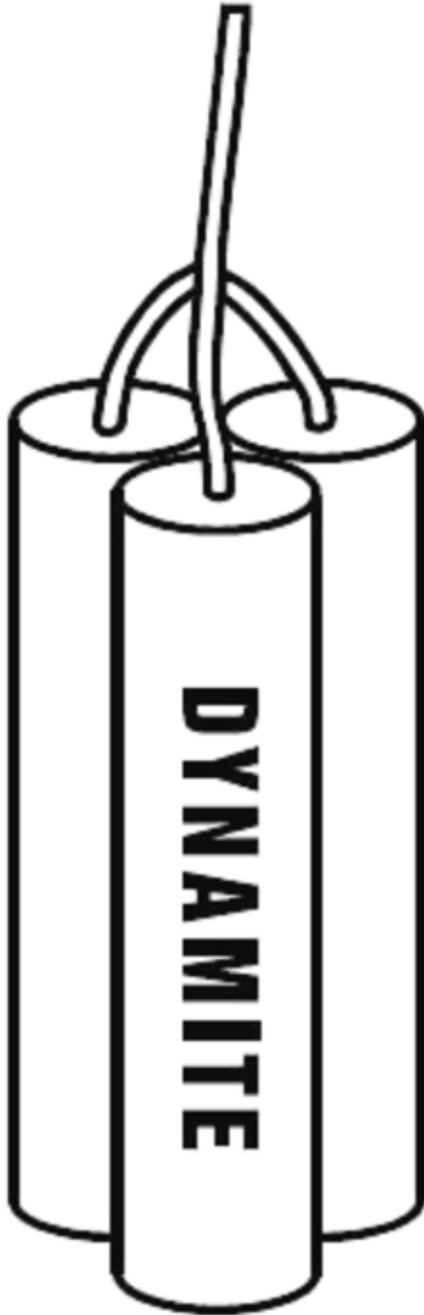
### Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay five pellets to fire at the fuse.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 10 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

## SAVE THE DAY TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## FLOWER POT

**Objective:** The cadets will be given 10 pellets and 15 minutes to hit any part of the flower.

**Scoring:** One point is awarded for each petal, leaf or stem, and two points for each hit in the centre. One point will be deducted for each hit on the flower pot.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets per participant),
- Flower Pot Target (one per participant),
- Target frame, and
- Stopwatch.

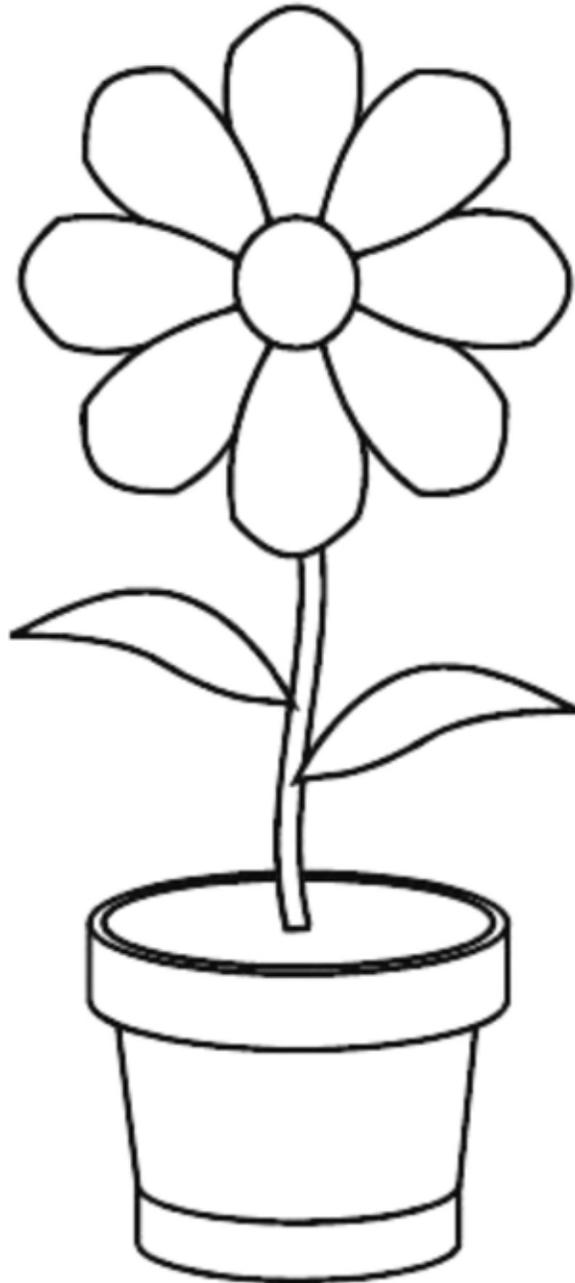
### Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give each cadet in the relay 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Cross firing,
- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

## FLOWER POT TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## CHASE THE DOTS

**Objective:** To fire pellets into the dots on the target, within a time limit.

**Scoring:** One point is awarded for each black dot that is hit by a pellet within the time allotted.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets per participant),
- Chase the Dots Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

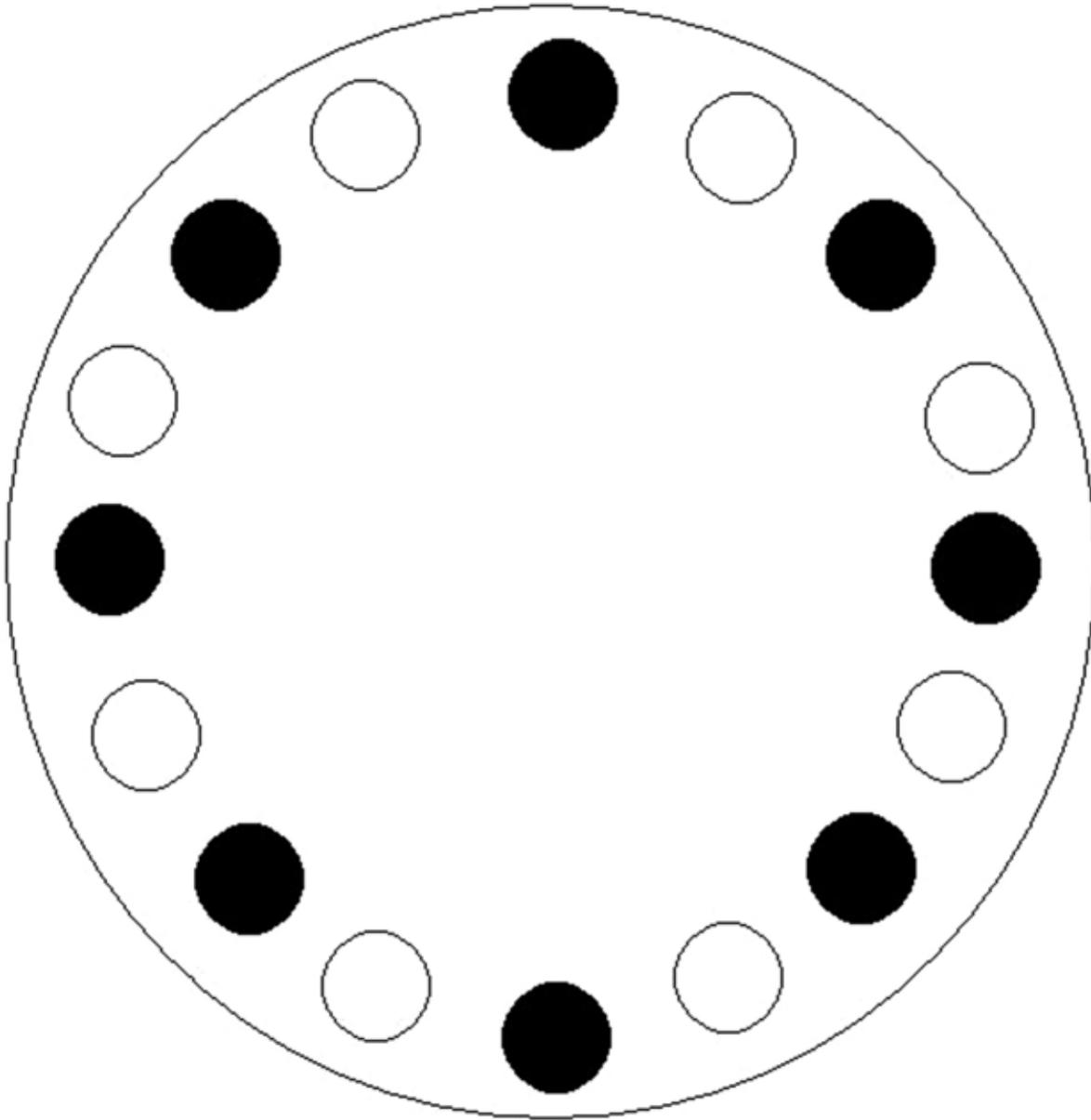
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets in the relay eight pellets to fire, one pellet into each black dot, in a clockwise direction.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets four minutes to complete firing.
7. Return any unused pellets to the pellet controller.
8. Have the cadets retrieve their targets.
9. Score the targets awarding one point for each black dot hit.
10. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## CHASE THE DOTS TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## SPEED GRID

**Objective:** To fire pellets into the circles on the target, within a time limit.

**Scoring:** One point is awarded for each circle that is hit by a pellet within the time allotted.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Cadet air rifle five-pellet clip (three per firing lane),
- Air rifle pellets (10 pellets per participant),
- Speed Grid Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

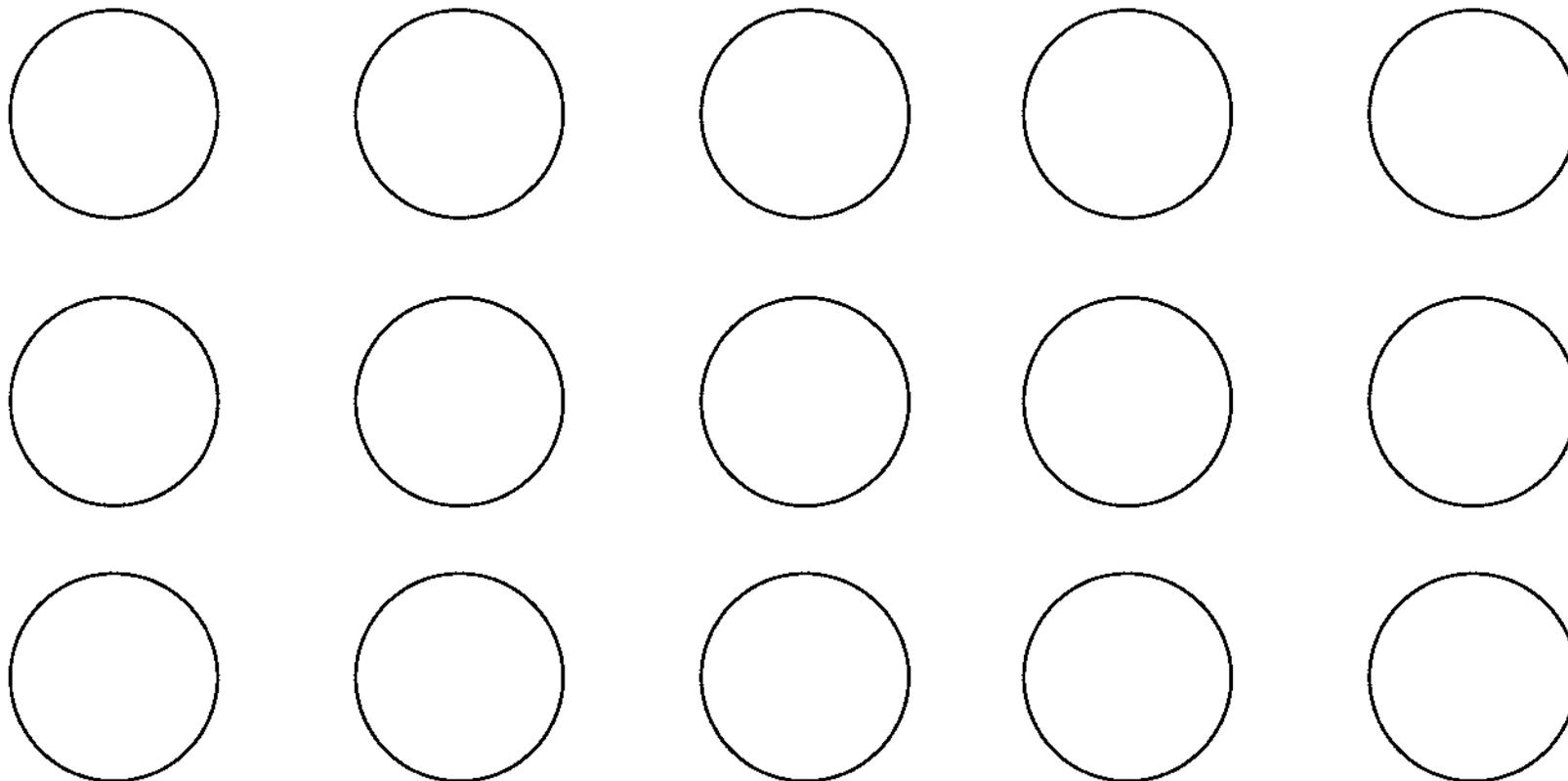
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
5. Have the cadets fire one pellet into each circle on the target.
6. Have the cadets fire, in relays, following the commands given by the RSO.
7. Give the cadets eight minutes to complete firing.
8. Return any unused pellets to the pellet controller.
9. Have the cadets retrieve their targets.
10. Score the targets awarding one point for each circle hit.
11. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## SPEED GRID TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## BEAT THE CLOCK

**Objective:** To fire pellets into the designated hours (numbers) within a time limit.

**Scoring:** One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Cadet air rifle five-pellet clip (three per firing lane),
- Air rifle pellets (10 pellets per participant),
- Beat the Clock Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

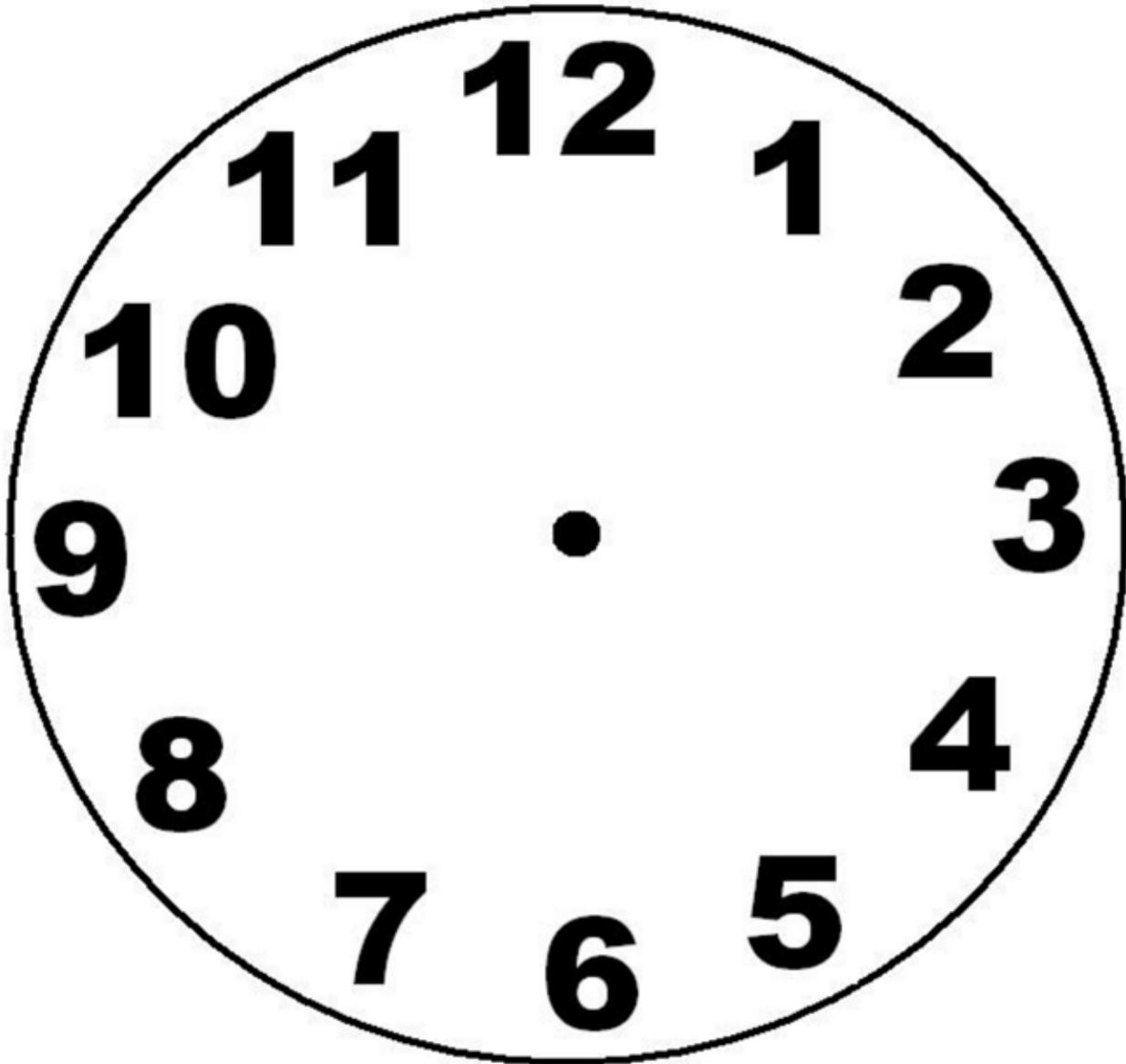
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Have the RSO, using the clock, call out one number every 10 second for a total of six numbers.
7. Return any unused pellets to the pellet controller.
8. Have the cadets retrieve their targets.
9. Score the targets awarding one point for each correct number hit on the target.
10. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## BEAT THE CLOCK TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## DARTBOARD

**Objective:** The cadets will be given 10 pellets and 30 seconds to fire at the highest scores on the dartboard.

**Scoring:** Targets will be scored by totalling the value for each pellet located in each slice of the board. The bull's-eye has a value of 25 and the area around the outside with the numbers has no point value.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Dartboard Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

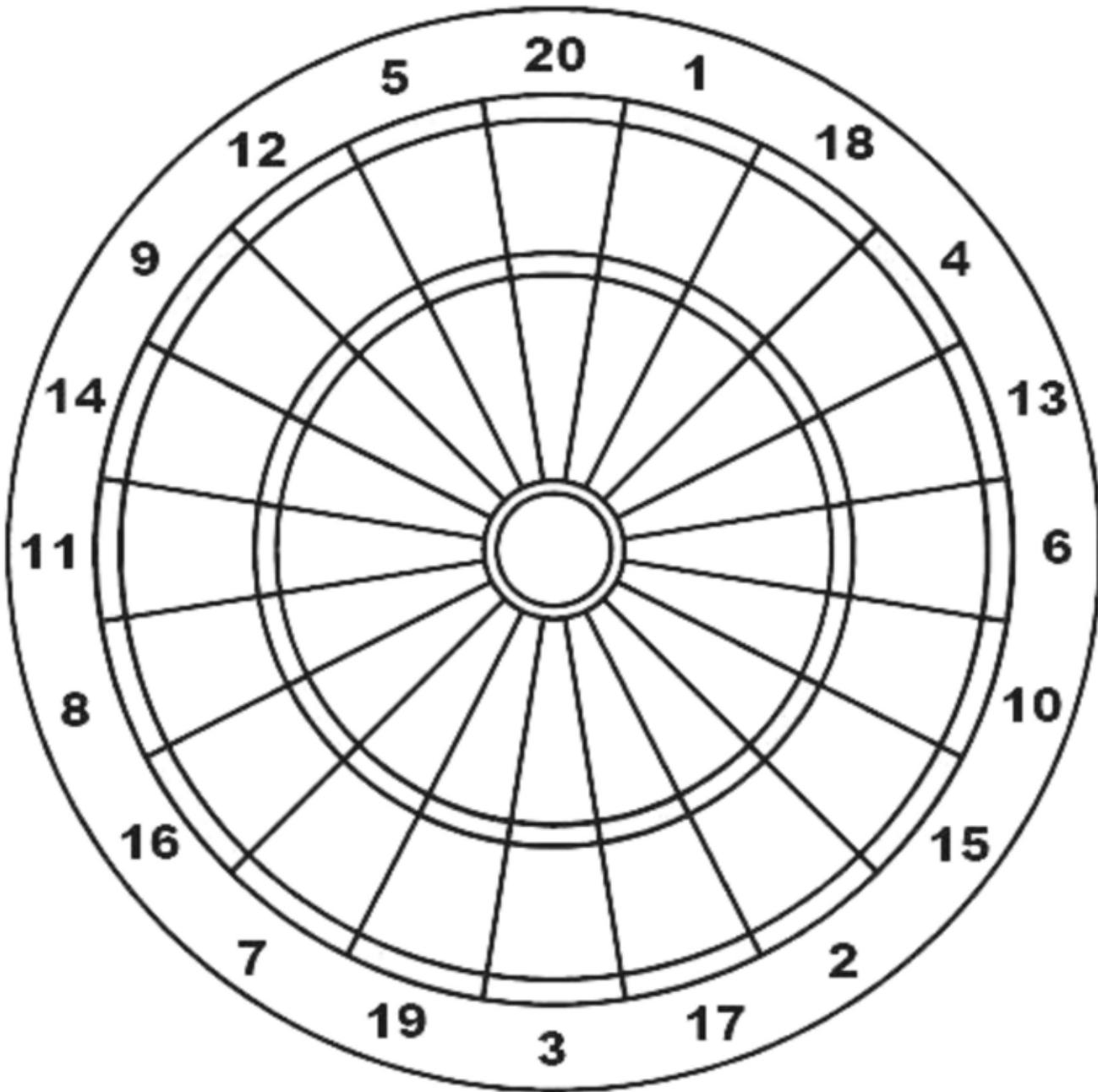
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a 30 second timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## DARTBOARD TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## CUT THE FUSES

**Objective:** The cadets will be given 10 pellets and 30 seconds to fire at the fuses of all 4 pieces of dynamite.

**Scoring:** The cadets must hit any portion of the fuse without hitting the dynamite; all four pieces must be hit to defuse the dynamite.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Cut the Fuses Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

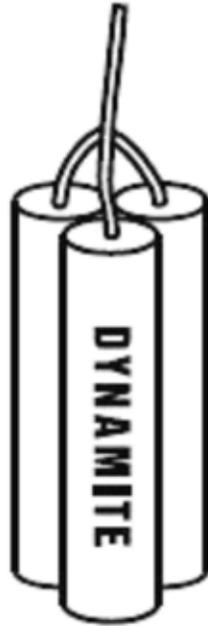
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a 30 second timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## CUT THE FUSES TARGET



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Score: \_\_\_\_\_

## SHOO-FLY

**Objective:** To provide cadets the opportunity to lead a timed air rifle marksmanship activity.

**Scoring:** Targets will be scored by totalling the number of flies hit. Each fly can only be hit once.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (20 per participant),
- Shoo-fly Target (one per participant),
- Target frame, and
- Stopwatch.

### Activity Instructions:

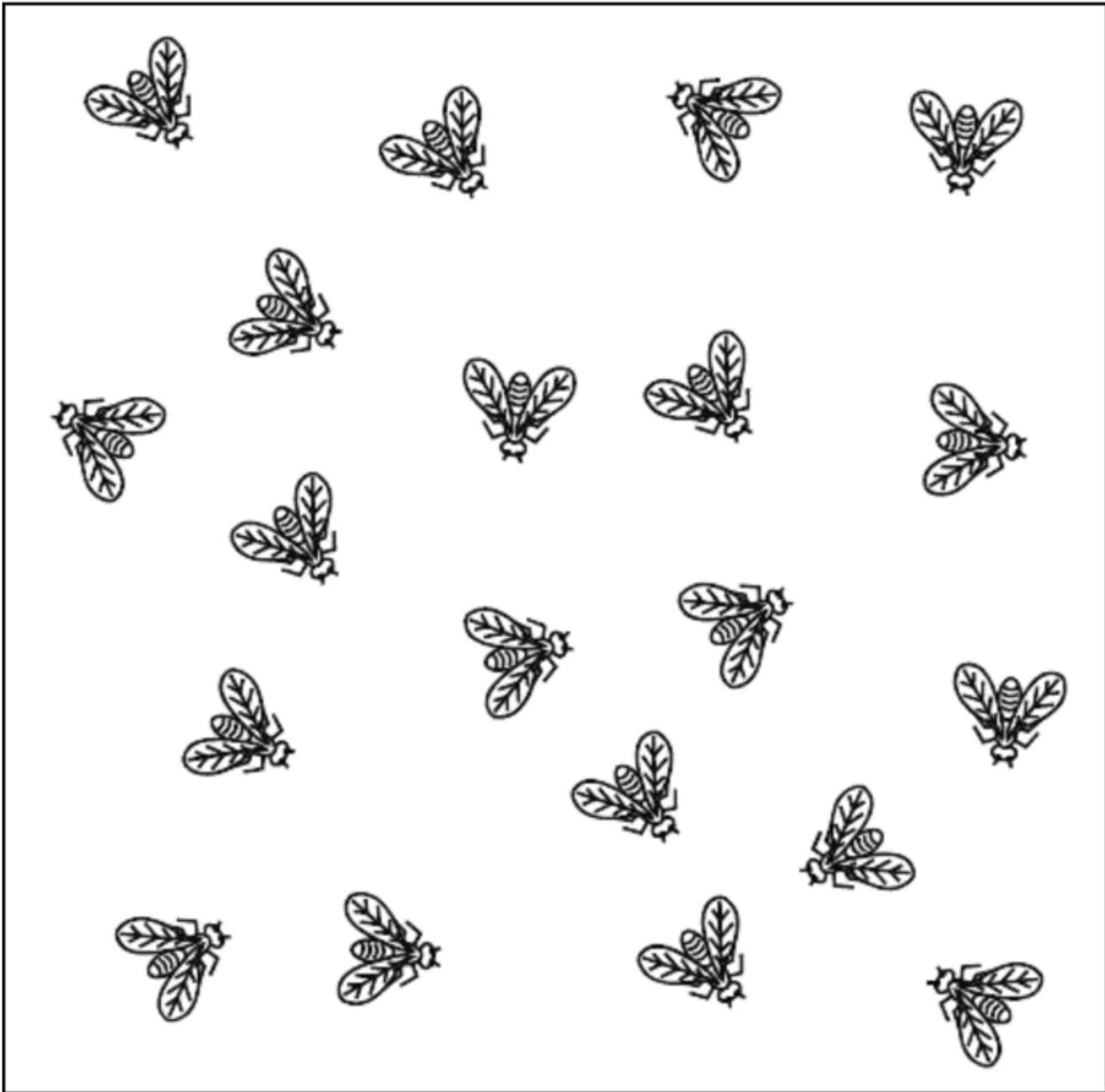
1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 20 pellets to fire.
5. Have the cadets fire a five minute timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## SHOO-FLY TARGET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Score: \_\_\_\_\_

## GOOD BREAK

**Objective:** To provide cadets the opportunity to lead a timed air rifle marksmanship activity.

**Scoring:** Targets will be scored by totalling the value for each billiard ball where the centre circle has a pellet hole located in it; additional pellets will be scored as zero.

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 per participant),
- Good Break Target (one per participant),
- Good Break scoresheet,
- Target frame, and
- Stopwatch.

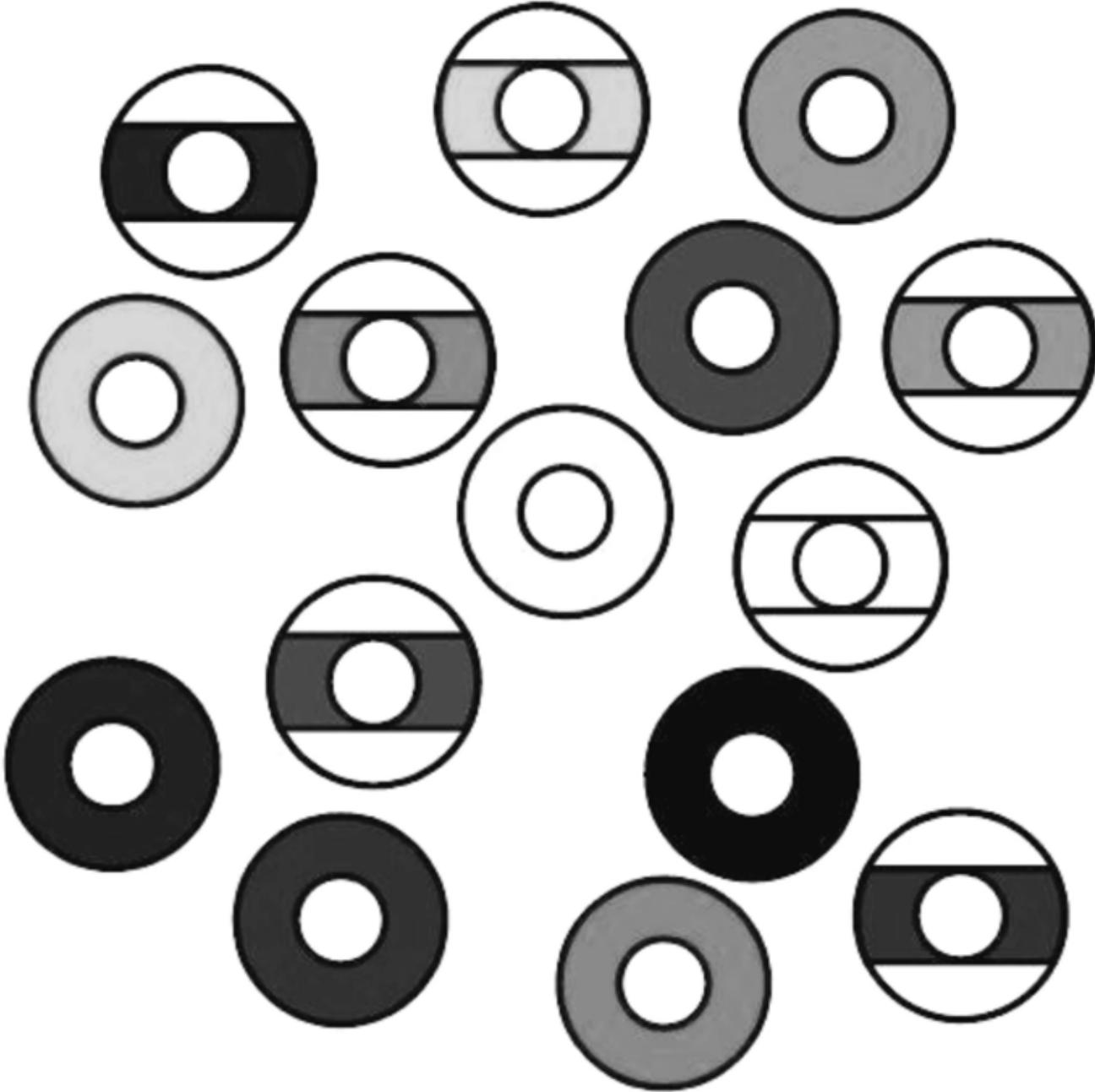
### Activity Instructions:

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute a target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire a five minute timed relay, in relays, following the commands given by the RSO.
6. Return unused pellets to the pellet controller.
7. Have the cadets retrieve their targets.
8. Score the targets (see above).
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

## GOOD BREAK TARGET



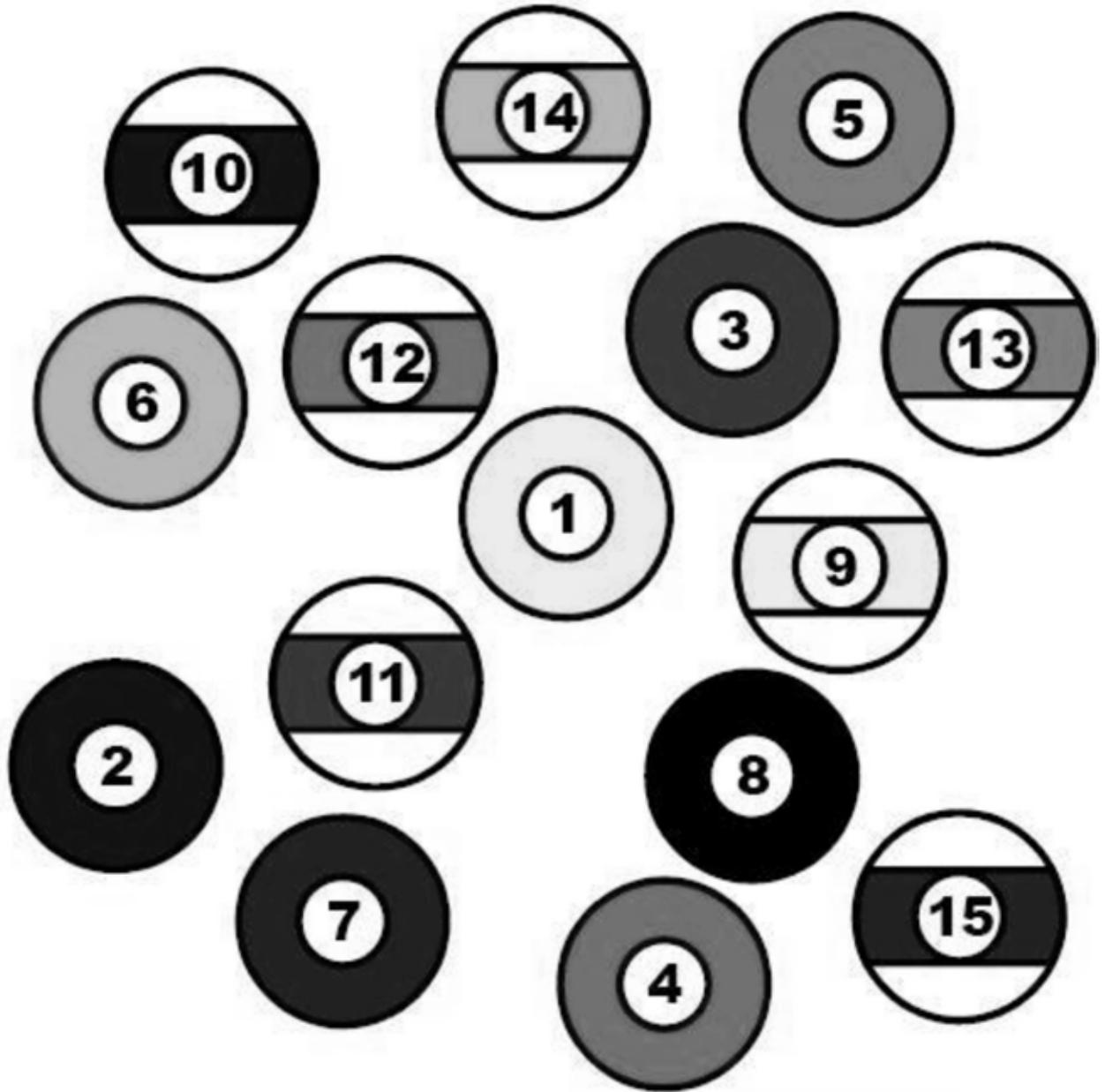
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Witness: \_\_\_\_\_

Score: \_\_\_\_\_

## GOOD BREAK SCORESHEET



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## SIMULATED STAGE 1 CHAMPIONSHIP

**Objective:** To provide cadets the opportunity to compete in a simulated CCMCS Stage 1 Championship (Match 1.1), intended for team selection by:

- competing as an individual against each other;
- firing at a distance of 10 m;
- firing in the prone unsupported position;
- firing one target per relay;
- loading single pellets only; and
- coaching on the firing line as permitted.

Note: This activity shall be conducted IAW Part 4, Section 3 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

**Scoring:** Targets will be scored IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each CCM Competition Target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All pellet holes are scored using the highest value of the scoring ring that it is broken.
- Pellet holes outside the scoring rings are given a value of zero.
- If more than one pellet is fired on a diagram, the pellet hole with the highest value will be discarded until one pellet hole remains on the diagram. A two-point penalty will be applied for each excess pellet hole.
- Only the prescribed number of pellet holes may be fired at each diagram (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of pellet holes]).

**Equipment Required:**

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (10 pellets),
- CCT2001AR853 (CCM Competition Target),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Target frame,
- Stopwatch.

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Marksmanship glove, and
- Hat.

**Activity Instructions:**

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute the CCM Competition Target to each cadet.
3. Have the cadets write their name and date on the target and attach it to the target frame.
4. Give the cadets 10 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using a scoring magnifier and / or scoring template.
9. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

## SIMULATED STAGE 2 CHAMPIONSHIP

**Objective:** To provide cadets the opportunity to compete in a simulated CCMMCS Stage 2 Championship (Match 1.2 A), intended for team competition by:

- competing as a team of five competitors;
- firing at a distance of 10 m;
- firing in the prone unsupported position;
- firing two targets per relay;
- firing two relays;
- loading single pellets only; and
- coaching on the firing line as permitted.

Note: This activity shall be conducted IAW Part 4, Section 3 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

**Scoring:** Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each member has a highest possible score of 400 points (40 diagrams worth 10 points each).
- The top four competitors will be counted towards the team's highest possible score of 1600 points.
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a diagram, the shots with the highest value will be discarded until one shot remains on the diagram. A two-point penalty will be applied for each excess shot.
- Only the prescribed number of shots may be fired at each diagram (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]).

### Equipment Required:

- Air rifle marksmanship equipment,
- Cadet air rifle,
- Air rifle pellets (40 pellets),
- CCT2001AR853 (air rifle competition target),
- .177- / .22-scoring magnifier (scoring magnifier),
- Scoring plug,
- Scoring template,
- Target frame, and
- Stopwatch.

**Activity Instructions:**

1. Brief the cadets on the activity being conducted including any safety rules or other guidelines pertaining to the activity.
2. Distribute two CCM Competition Targets to each cadet.
3. Have the cadets write their name and date on the targets and attach them to the target frame.
4. Give the cadets 20 pellets to fire.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 30 minutes to complete firing.
7. Have the cadets retrieve their targets.
8. Score the targets using a scoring magnifier and / or scoring template.
9. Allow the cadets to review and keep their targets.
10. Repeat steps 2 to 9.

The following are prohibited:

- Alterations, other than those permitted in A-CR-CCP-177/PT-001 Part 4, Section 4, Para 5.3,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 7**

**EO C106.02 – CLEAN AND STORE THE CADET AIR RIFLE**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

A complete list of resources needed for the instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- prepare a mock air rifle range to be used in the conduct of the lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to clean and store the cadet air rifle during a range practice.

**IMPORTANCE**

Many inaccuracy complaints can be traced back to a dirty bore. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

**Teaching Point 1****Explain and Demonstrate the Procedure for Cleaning the Cadet Air Rifle**

Time: 15 min

Method: Demonstration and Performance

**THE IMPORTANCE OF CLEANING THE AIR RIFLE**

No one should attempt to clean a rifle until individual safety precautions have been performed on the rifle, and it is certain that the barrel is clear of any obstructions.

It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems. Although air rifles do not suffer from powder deposits as do small bore and large bore rifles, they do experience a build-up of residue in the barrel.

**WHEN TO CLEAN THE AIR RIFLE**

There are four main times to clean the cadet air rifle:

1. Before firing.
2. After firing.
3. Periodically.
4. Before storage.



Cadets will not actually be cleaning the air rifle during this period of instruction. This may be done after participating in a range practice.

**CLEANING PROCEDURE FOR THE AIR RIFLE**

<b>When</b>	<b>Action</b>
Before firing	Fire two to three felt cleaning pellets.
After firing	Fire two to three felt cleaning pellets.
Periodically	<ol style="list-style-type: none"> <li>1. Fire a felt cleaning pellet soaked in SAE 30 motor oil.</li> <li>2. Wait five minutes.</li> <li>3. Fire three felt cleaning pellets.</li> </ol>
Before storage of three months or more.	<ol style="list-style-type: none"> <li>1. Fire two to three felt cleaning pellets.</li> <li>2. Fire one felt cleaning pellet soaked in SAE 30 motor oil.</li> <li>3. Fire three felt cleaning pellets when taking rifle out of storage.</li> </ol>

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

- Q1. What must be done before attempting to clean an air rifle?
- Q2. When are the four times an air rifle must be cleaned?
- Q3. How many felt cleaning pellets are fired before participating in a range practice?

**ANTICIPATED ANSWERS**

- A1. Individual safety precautions.
- A2. Before firing, after firing, periodically, and before storage for three months or more.
- A3. Two to three cleaning pellets will be fired before participating in a range practice.

---

**Teaching Point 2****Explain and Demonstrate the Sequence for Storing the Air Rifle**

Time: 10 min

Method: Demonstration and Performance

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**STORING THE AIR RIFLE IN THE CASE**

The sequence for storing the cadet air rifle is the reverse order of the procedure for removing the air rifle from the case:

- 1. Ensure the open case is pointed in a safe direction.
- 2. Close the action (bolt forward and closed).
- 3. Slide safety rod out of the barrel.
- 4. Place the rifle in the case in the direction of the arrow on the case.
- 5. Confirm pumping lever is partially open.
- 6. Confirm the safety catch is ON.
- 7. Close the case.

---

**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS**

- Q1. What position is the bolt in for storage?
- Q2. What direction is the rifle placed in the case?
- Q3. What position is the safety catch placed in for storage?

### **ANTICIPATED ANSWERS**

- A1. Forward and closed.
- A2. In the direction of the arrow on the case.
- A3. ON, with no red showing.

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### **END OF LESSON CONFIRMATION**

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### **QUESTIONS**

- Q1. What must be done before anyone should attempt to clean an air rifle?
- Q2. What types of problems can be caused by a dirty bore?
- Q3. Before storage cleaning is done when a rifle will be stored for how long?

### **ANTICIPATED ANSWERS**

- A1. They perform individual safety precautions.
- A2. It is important to keep the air rifle clean because a dirty bore will eventually cause accuracy problems.
- A3. Three months or more.

---

### **CONCLUSION**

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### **HOMEWORK/READING/PRACTICE**

Nil.

### **METHOD OF EVALUATION**

The instructor will confirm cadets' ability to clean and store the cadet air rifle at the end of a range practice.

### **CLOSING STATEMENT**

A dirty air rifle and bore will cause accuracy and operation problems. Therefore, air rifles must be cleaned and maintained on a regular basis in order to ensure proper operation and sustained accuracy.

### **INSTRUCTOR NOTES/REMARKS**

Emphasis must be placed on the safety aspects of this lesson.

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### **REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

**CHAPTER 7**  
**PO 107 – SERVE IN A SEA CADET CORPS**





## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 1

### EO M107.01 – PARTICIPATE IN A DISCUSSION ON PHASE ONE TRAINING

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Total Time: 30 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a set of Performance Objective (PO) index cards, and tape under the chairs or place face down on the desks in the classroom or training area.

Prepare a list of optional training offered at the corps, including timings and participation requirements.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture was chosen for this lesson to orient the cadet to the content of Phase One training and opportunities at the corps.

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### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have participated in a discussion on the training in Phase One.

#### IMPORTANCE

Having an overview of the training opportunities provided to Phase One cadets prepares new cadets for the training year. They will be able to see how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

**Teaching Point 1****Conduct an activity to introduce the content of Phase One.**

Time: 15 min

Method: Interactive Lecture

**PERFORMANCE OBJECTIVES**

There is common cadet training which applies to sea, army and air cadets. POs for these common cadet subjects are as follows:

PO Number and Topic	PO Statement
100 Positive Social Relations for Youth	Participate in <i>Positive Social Relations for Youth</i> Training
101 Citizenship	Perform Individual Acts that Better the Community
102 Community Service	Perform Community Service
103 Leadership	Participate as a Member of a Team
104 Personal Fitness and Healthy Living	Track Participation in Physical Activities
105 Physical Activities	Participate in Physical Activities
106 Marksmanship	Fire the Cadet Air Rifle
107 General Cadet Knowledge	Serve in a Sea Cadet Corps
108 Drill	Perform Drill Movements During an Annual Ceremonial Review
111 Biathlon	Participate in Recreational Summer Biathlon Activities

**SEA CADET TRAINING**

PO Number and Topic	PO Statement
PO 120 Royal Canadian Navy and Maritime Community	Become Familiar with the Sea Element of the Canadian Forces and Maritime Community
PO 121 Ropework	Perform Basic Ropework
PO 122 Small Craft Operation	Participate in a Small Craft Operations Weekend
PO 123 Ship's Operations	Respond to Basic Forms of Naval Communication
PO 125 Nautical Training	Participate in a Nautical Training Weekend
Inter-Divisional Seamanship Competition	

**ACTIVITY**

Time: 10 min

**OBJECTIVE**

This activity is designed to familiarize the cadet with the POs taught in Phase One.

**RESOURCES**

- Index cards with the PO numbers and topics as per Attachment A.
- Index cards with the objectives / statements as per Attachment A.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets look at their cards and select one of the cadets to read their card aloud.
  - If the card is a PO topic, ask the cadet who thinks they have the matching objective / statement on their card to read out their answer.
  - If the card contains an objective / statement, ask the cadet who thinks they have the matching PO topic to read out their answer.
2. The remainder of the cadets in the class should indicate whether they agree or disagree with this match.
3. If the match is incorrect, ask for another cadet who thinks they have the correct match to read it to the class.
4. If the match is correct, confirm and provide details about the PO including periods allocated and associated activities. The index cards should then be posted on the wall.
5. Select another cadet to read their card aloud.
6. The game continues until all PO topics and objectives / statements have been covered.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTION:**

- Q. What PO most interested you? Go around the room and have the cadets state what PO they are most interested in and why.

## ANTICIPATED ANSWERS:

- A. Get each cadet to name the PO that they are most interested in. Possible answers could include all of the POs listed here:
- *Positive Social Relations for Youth*,
  - citizenship,
  - community service,
  - leadership,
  - personal fitness and healthy living,
  - recreational sports,
  - marksmanship,
  - general cadet knowledge,
  - drill,
  - biathlon,
  - Royal Canadian Navy and the maritime community,
  - ropework,
  - small craft operations,
  - ship's operations, or
  - nautical training.

---

### Teaching Point 2

### Explain available optional training at the corps.

Time: 10 min

Method: Interactive Lecture

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## CORPS OPTIONAL TRAINING OPPORTUNITIES

Optional training offered at the cadet corps varies, depending on a number of factors. Some of these opportunities are dependent on the availability and qualification of staff, and resources of the corps. The corps may offer such activities as:

- Cultural education / travel,
- Music (military band and pipes and drums),
- Winter biathlon,
- First-aid,
- Drill teams, and
- Other optional training that the unit and sponsor choose to pursue.



The focus here should be on activities that the corps is involved in. Days of training, timings, level of participation and any other important details should be included.

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**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS:**

- Q1. What are some of the optional training activities that your corps participates in?
- Q2. What activities would you like to participate in? (Go around the room, and each cadet will reveal what activity(ies) they are most interested in.)

**ANTICIPATED ANSWERS:**

- A1. Answers will vary and will include, but are not limited to, cultural education / travel, music, summer and winter biathlon, first-aid, drill teams and anything else that an individual corps may choose to participate in.
- A2. Answers will vary by cadet.

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**END OF LESSON CONFIRMATION**

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

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

There is a wide variety of training available in Phase One. Cadets should look for activities that interest them outside of the mandatory training provided. The cadet will enjoy and benefit more from this program by getting involved in these activities.

**INSTRUCTOR REMARKS**

This lesson should be scheduled at the beginning of the training year.

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**REFERENCES**

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A1 019 Director Cadets. (2003). *CATO 31-03 Sea Cadets Program Outline*. Ottawa, ON: Department of National Defence.

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101 – Citizenship	120 – Royal Canadian Navy and the Maritime Community	105 – Physical Activities
123 – Ship’s Operations	102 – Community Service	107 – General Cadet Knowledge
104 – Personal Fitness and Healthy Living	106 – Air Rifle Marksmanship	121 – Ropework
108 – Drill	122 – Small Craft Operation	103 – Leadership
125 – Nautical Training	100 – Positive Social Relations for Youth	111–Biathlon

Fire the Cadet Air Rifle	Participate in a Small Craft Operation Weekend	Track Participation in Physical Activities
Become Familiar with the Sea Element of the Canadian Forces and Maritime Community	Perform Community Service	Participate in Positive Social Relations for Youth Training
Respond to Basic Forms of Naval Communications	Perform Individual Acts That Better the Community	Perform Basic Ropework
Participate in Physical Activities	Perform Drill Movements During an Annual Ceremonial Review Parade	Participate as a Member of a Team
Participate as a Member of the Corps	Participate in Recreational Summer Biathlon Activities	Participate in a Nautical Training Weekend



## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 2

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

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

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

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

Photocopy Annex A and cut out each rank.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

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

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

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

#### IMPORTANCE

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

---

**Teaching Point 1**

**Explain the structure and rank insignia of the RCSC.**

Time: 10 min

Method: Interactive Lecture

---



Criteria for Sea Cadet Promotions are found in CATO 13-02, *Cadet Rank Promotions*.



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

**CADET RANKS**

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

**ORDINARY SEAMAN (OS)**

Cadets will start at the rank of ordinary seaman upon enrolment in sea cadets.

There is no badge for the rank of ordinary seaman.

**ABLE SEAMAN (AB)**

The able seaman rank badge has one chevron.



Figure 1 Able Seaman Rank Badge

**LEADING SEAMAN (LS)**

The leading seaman rank badge has two chevrons.



Figure 2 Leading Seaman Rank Badge

**MASTER SEAMAN (MS)**

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



Figure 3 Master Seaman Rank Badge

**PETTY OFFICER SECOND CLASS (PO2)**

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



Figure 4 Petty Officer Second Class Rank Badge

**PETTY OFFICER FIRST CLASS (PO1)**

The petty officer first class badge is a crown.



Figure 5 Petty Officer First Class Rank Badge

**CHIEF PETTY OFFICER SECOND CLASS (CPO2)**

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



Figure 6 Chief Petty Officer Second Class Rank Badge

**CHIEF PETTY OFFICER FIRST CLASS (CPO1)**

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



Figure 7 Chief Petty Officer First Class Rank Badge



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



Show cadets the tunic, gunshirt and slip-on badges for each rank.

---

### ACTIVITY – WHO AM I?

Time: 5 min

---

#### OBJECTIVE

The objective of this activity is for the cadets to become familiar with the sea cadet ranks.

#### RESOURCES

- Paper copies of each rank, and
- Tape.

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

1. Tape ranks to the back of each cadet (the cadet does not get to see the rank on their back).
2. Have the cadets walk around and ask other cadets yes / no questions to determine what rank they are wearing. For example, “Do I have two chevrons?” The cadet has to determine from the answers what rank they are.
3. The cadets can only ask one question to each of the other cadets to determine what rank they are.
4. After three minutes, split the cadets into groups and have them present what rank they think they are based on the information they have received. For example, if a group has determined they have only two chevrons on their back, they would present themselves as the leading seaman group / individual.
5. Check that they have grouped themselves correctly.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**

---

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

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

Time: 15 min

Method: Interactive Lecture

**JUNIOR OFFICERS**

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

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



Figure 8 Female and Male Junior Officer Headdress

**Naval Cadet (NCdt)**

Figure 9 Naval Cadet Rank

**Acting Sub-Lieutenant (A/SLt)**

Figure 10 Acting Sub-Lieutenant Rank

**Sub-Lieutenant (SLt)**



Figure 11 Sub-Lieutenant Rank

**Lieutenant (Navy) (Lt(N))**



Figure 12 Lieutenant (Navy) Rank

**SENIOR OFFICERS**



Figure 13 Female and Male Senior Officer Headdress

**Lieutenant-Commander (LCdr)**



Figure 14 Lieutenant-Commander Rank

**Commander (Cdr)**



Figure 15 Commander Rank

**Captain (Navy) (Capt(N))**



Figure 16 Captain (Navy) Rank

**FLAG OFFICERS**



Figure 17 Female and Male Flag Officer Headdress

**Commodore (Cmdre)**



Figure 18 Commodore Rank

**Rear-Admiral (RAdm)**



Figure 19 Rear-Admiral Rank

**Vice-Admiral (VAdm)**



Figure 20 Vice-Admiral Rank

**Admiral (Adm)**



Figure 21 Admiral Rank



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

---

### **ACTIVITY – “RANK TRADE”**

Time: 5 min

---

#### **OBJECTIVE**

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

#### **RESOURCES**

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

#### **ACTIVITY LAYOUT**

Nil.

#### **ACTIVITY INSTRUCTIONS**

1. Distribute one index card to each cadet.
2. Have the cadets introduce their rank to another cadet. When both cadets have introduced their ranks, they will trade cards. They are to repeat the process with three different cadets.
3. Have the cadets form groups based on the rank they are holding.
4. Have the cadets form a line in order of rank from NCdt to Lt(N).

#### **SAFETY**

Nil.

---

### **END OF LESSON CONFIRMATION**

---

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

---

### **CONCLUSION**

---

#### **HOMEWORK/READING/PRACTICE**

Nil.

#### **METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Cadets will be required to recognize the Sea Cadet and naval officer ranks on an ongoing basis throughout their time as a cadet.

**INSTRUCTOR NOTES/REMARKS**

Nil.

---

**REFERENCES**

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

Department of National Defence Canadian Forces. Retrieved 4 April 2006 from [www.forces.gc.ca/site/Community/insignia/nava\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/nava_e.asp)

Naval Reserve. Retrieved 10 April 2006, from [www.navres.forces.gc.ca/HQ-QG/recrut/grade\\_e.htm](http://www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm).

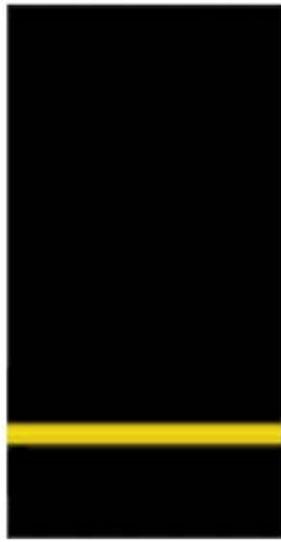
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**NO RANK BADGE**

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**JUNIOR OFFICER RANKS**



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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 3

#### EO M107.03 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

---

Total Time:

30 min

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#### PREPARATION

---

##### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

##### PRE-LESSON ASSIGNMENT

Nil.

##### APPROACH

An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in procedures for addressing NCOs, subordinate officers and commissioned officers.

An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to regulations for paying compliments inside a building, and to other occasions to pay compliments.

---

#### INTRODUCTION

---

##### REVIEW

Nil.

##### OBJECTIVES

By the end of this lesson the cadet shall know when and where to pay compliments.

##### IMPORTANCE

Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and the cadet summer training centre.

---

**Teaching Point 1**

**Explain and conduct an activity on the procedures for addressing a cadet NCO or a subordinate officer.**

Time: 10 min

Method: In-Class Activity

---

**ADDRESSING CADET NCOS AND SUBORDINATE OFFICERS**

It is important to pay the correct compliments to the appropriate individuals.

When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.



Demonstrate this process prior to moving on to the activity.

---

**ACTIVITY**

Time: 5 min

---

**OBJECTIVE**

The objective of this activity is to provide the cadets an opportunity to practice the procedures for addressing cadet NCOs and subordinate officers.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups of no more than three.
2. Have the cadets practice the procedures for addressing cadet NCOs and subordinate officers, including:
  - approaching the NCO / subordinate officer and standing at the position of attention;
  - addressing the NCO / subordinate officer by their rank and surname; and
  - dismissal.

**SAFETY**

Nil.

---

## CONFIRMATION OF TEACHING POINT 1

---

**QUESTIONS**

- Q1. Do cadet NCOs and subordinate officers hold a commission from the Queen?
- Q2. If they do not hold a commission, are they saluted?
- Q3. Name an action the cadet should take while addressing a cadet NCO/subordinate officer.

**ANTICIPATED ANSWERS**

- A1. No, they do not hold a commission.
- A2. No, they are not saluted.
- A3. Standing at the position of attention, addressing by rank and surname, and dismissing appropriately.

**Teaching Point 2**

**Explain and conduct an activity on the procedure for addressing a commissioned officer.**

Time: 5 min

Method: In-Class Activity

**ADDRESSING COMMISSIONED OFFICERS**

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

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer. When the cadet has completed addressing the officer, they should again salute and dismiss themselves appropriately.



Demonstrate this process prior to moving on to the activity.

---

## ACTIVITY

Time: 5 min

**OBJECTIVE**

The objective of this activity is to provide the cadets an opportunity to practice the procedures for addressing a commissioned officer.

**RESOURCES**

Nil.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three.
2. Have cadets practice the procedures for addressing a commissioned officer, including:
  - approaching the commissioned officer and standing at the position of attention;
  - saluting;
  - addressing the commissioned officer by their rank and surname;
  - saluting prior to dismissal; and
3. dismissal.

## SAFETY

Nil.

---

### CONFIRMATION OF TEACHING POINT 2

---

## QUESTIONS

- Q1. Are you required to salute commissioned officers? Why?
- Q2. When should the commissioned officer be saluted?

## ANTICIPATED ANSWERS

- A1. Yes. They hold a commission from the Queen.
- A2. After the officer has been approached and prior to dismissal.

---

### Teaching Point 3

**Explain the regulations for paying compliments inside a building.**

Time: 5 min

Method: Interactive Lecture

---

## PAYING COMPLIMENTS INSIDE A BUILDING

Salutes are not given inside buildings except when on parade, during ceremonial occasions, or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

## ENTERING THE SHIPS OFFICE

When entering an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- politely ask permission to enter the office.

## LEAVING THE SHIPS OFFICE

When leaving an office the cadet shall:

- stand at the position of attention in the doorway;
- salute if wearing headdress and the office occupant holds a commission; and
- depart.



Demonstrate this process prior to moving on to the activity.

---

## ACTIVITY

Time: 5 min

### OBJECTIVE

The objective of this activity is to provide the cadets an opportunity to practice the procedures for entering and leaving offices.

### RESOURCES

Nil.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three.
2. Have the cadets practice the procedures for entering and leaving offices, including:
  - Entering:
    - Stand at the position of attention in the doorway when entering;
    - Salute if wearing headdress and the office occupant holds a commission; and
    - Politely ask permission to enter the office.
  - Leaving:
    - Stand at the position of attention in the doorway when leaving the office;
    - Salute if wearing headdress and the office occupant holds a commission; and
3. Depart.

### SAFETY

Nil.

---

**CONFIRMATION OF TEACHING POINT 3**

---

**QUESTIONS**

Q1. Name two times or places where compliments are paid inside a building.

**ANTICIPATED ANSWERS**

A1. Parade square, ceremonial occasions, entering and leaving offices.

---

**Teaching Point 4**

**Explain other occasions to pay compliments.**

Time: 5 min

Method: Interactive Lecture

---

**OTHER OCCASIONS TO PAY COMPLIMENTS**

Cadets shall salute on the following occasions:

- a. the Canadian or another foreign national anthem is played;
- b. the Royal Anthem is played;
- c. recognizing a commissioned officer who is not in uniform;
- d. the national flag is being raised and lowered;
- e. the ensign is being lowered and raised;
- f. boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.

---

**CONFIRMATION OF TEACHING POINT 4**

---

**QUESTIONS**

Q1. Does one salute when recognizing a commissioned officer out of uniform?

Q2. Does one pay compliments if the Star Spangled Banner is played?

**ANTICIPATED ANSWERS**

A1. Yes, compliments shall be paid.

A2. Yes, compliments are paid for all national anthems.

---

**END OF LESSON CONFIRMATION**

---

The cadets' participation in the activities will serve as the confirmation for this lesson.

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and at the cadet summer training centre.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

---

A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

A0-003 National Cadet Website. [www.cadets.ca/support/cato-oaic/intro\\_e.asp?vol=1](http://www.cadets.ca/support/cato-oaic/intro_e.asp?vol=1). CATO Volume 3.

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 4

#### EO M107.04 – STATE THE AIM AND MOTTO OF THE SEA CADET PROGRAM

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Cut each puzzle, located in Attachment A, and place each into a separate envelope.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in the mission and vision of the Sea Cadet Program.

An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to the aim and motto of the Cadet Program.

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- be familiar with the mission and vision of the cadet program; and
- state the aim and motto of the sea cadet program.

#### IMPORTANCE

Knowing the aim and motto of the sea cadet program is fundamental for any sea cadet. This information will give cadets a better understanding of how the cadet program can help them develop both as a cadet and an individual.

---

**Teaching Point 1****Conduct an activity on the mission of the Cadet Program.**

Time: 5 min

Method: In-Class Activity

---



Conduct the brainstorming activity before stating the mission.

**MISSION OF THE CADET PROGRAM**

The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

---

**ACTIVITY**

Time: 5 min

---

**OBJECTIVE**

The objective of this activity is to have the cadets brainstorm ideas about what the mission of the cadet program.

**RESOURCES**

- Flip chart paper.
- Flip chart markers.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into two groups.
2. Give each group a piece of flip chart paper and a marker.
3. Direct each group to brainstorm ideas about what they think the cadet program mission (or objective) is.
4. Give the groups two minutes to complete this activity.
5. After the two minutes, have each group present their ideas.
6. Finish the activity by providing the definition.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS**

Q1. What is the mission of the cadet program?

**ANTICIPATED ANSWERS**

A1. To contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

---

**Teaching Point 2****Conduct an activity on the vision of the Cadet Program.**

Time: 5 min

Method: In-Class Activity

---



Conduct the brainstorming activity before stating the vision.

**VISION OF THE CADET PROGRAM**

The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

---

**ACTIVITY**

Time: 5 min

---

**OBJECTIVE**

The objective of this activity is to have the cadets brainstorm ideas about what the vision of the cadet program.

**RESOURCES**

- Flip chart paper.
- Flip chart markers.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into two groups.
2. Give each group a piece of flip chart paper and a marker.
3. Direct each group to brainstorm ideas about what they think is the cadet program vision.
4. Give the groups two minutes to complete this activity.

5. After the two minutes, have each group present their ideas.
6. Finish the activity by providing the definition.

### **SAFETY**

Nil.

---

## **CONFIRMATION OF TEACHING POINT 2**

---

### **QUESTIONS**

Q1. What is the vision of the cadet program?

### **ANTICIPATED ANSWERS**

A1. The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

---

### **Teaching Point 3**

**Describe the aim of the Cadet Program.**

Time: 10 min

Method: Interactive Lecture

---

## **DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP**

The cadet program aims to help in the development of cadets as good citizens and leaders.

Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

### **PROMOTE PHYSICAL FITNESS**

The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enables them to meet challenges.

## **STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES**

The cadet program aims to expose youth to the sea, land and air activities of the Canadian Forces (CF). Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

---

### CONFIRMATION OF TEACHING POINT 3

---

#### QUESTIONS

- Q1. What is the aim of the Cadet Program?
- Q2. How does the cadet program help in developing good citizens and leaders?
- Q3. How does the cadet program promote physical fitness?
- Q4. How does the cadet program stimulate an interest in the sea, land and air activities of the CF?

#### ANTICIPATED ANSWERS

- A1. The aim is to develop in youth the attributes of good citizenship and leadership, to promote physical fitness, and to stimulate the interest of youth in the sea activities of the CF.
- A2. The cadet program aims to help in the development of cadets as good citizens and leaders through citizenship and leadership. Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy. Within leadership, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.
- A3. The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enables them to meet challenges.
- A4. The cadet program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations, distinguishing each from each other, and the cadet program as a whole from other youth development programs.

---

#### Teaching Point 4

**State the motto of the Sea Cadet Program.**

Time: 5 min

Method: Interactive Lecture

---

#### MOTTO OF THE SEA CADET PROGRAM

The motto of the sea cadet program is "Ready Aye Ready".

---

#### ACTIVITY

Time: 5 min

---

#### OBJECTIVE

The objective of this activity is to confirm the mission, vision and aim of the Cadet Program and motto of the Sea Cadet Program.

## **RESOURCES**

- Puzzles located at Attachment A, and
- Envelopes.

## **ACTIVITY LAYOUT**

Nil.

## **ACTIVITY INSTRUCTIONS**

1. Divide the class into four groups.
2. Give each group an envelope with a puzzle in it.
3. Direct each group to piece together the puzzle in the envelope.
4. When the puzzles are complete, have a member of each group read out what their group's puzzle says.

## **SAFETY**

Nil.

---

## **CONCLUSION**

---

## **HOMEWORK/READING/PRACTICE**

Nil.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

The aims and motto of the sea cadet program provide the cadet with a greater understanding of what it means to be a sea cadet. The aim and motto will contribute to the development of a sense of pride in belonging to the sea cadet program.

## **INSTRUCTOR NOTES/REMARKS**

Nil.

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## **REFERENCES**

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A0-003 Director Cadets. (1999). *CATO 11-03 Cadet Program Mandate*. Ottawa, ON.

PUZZLES

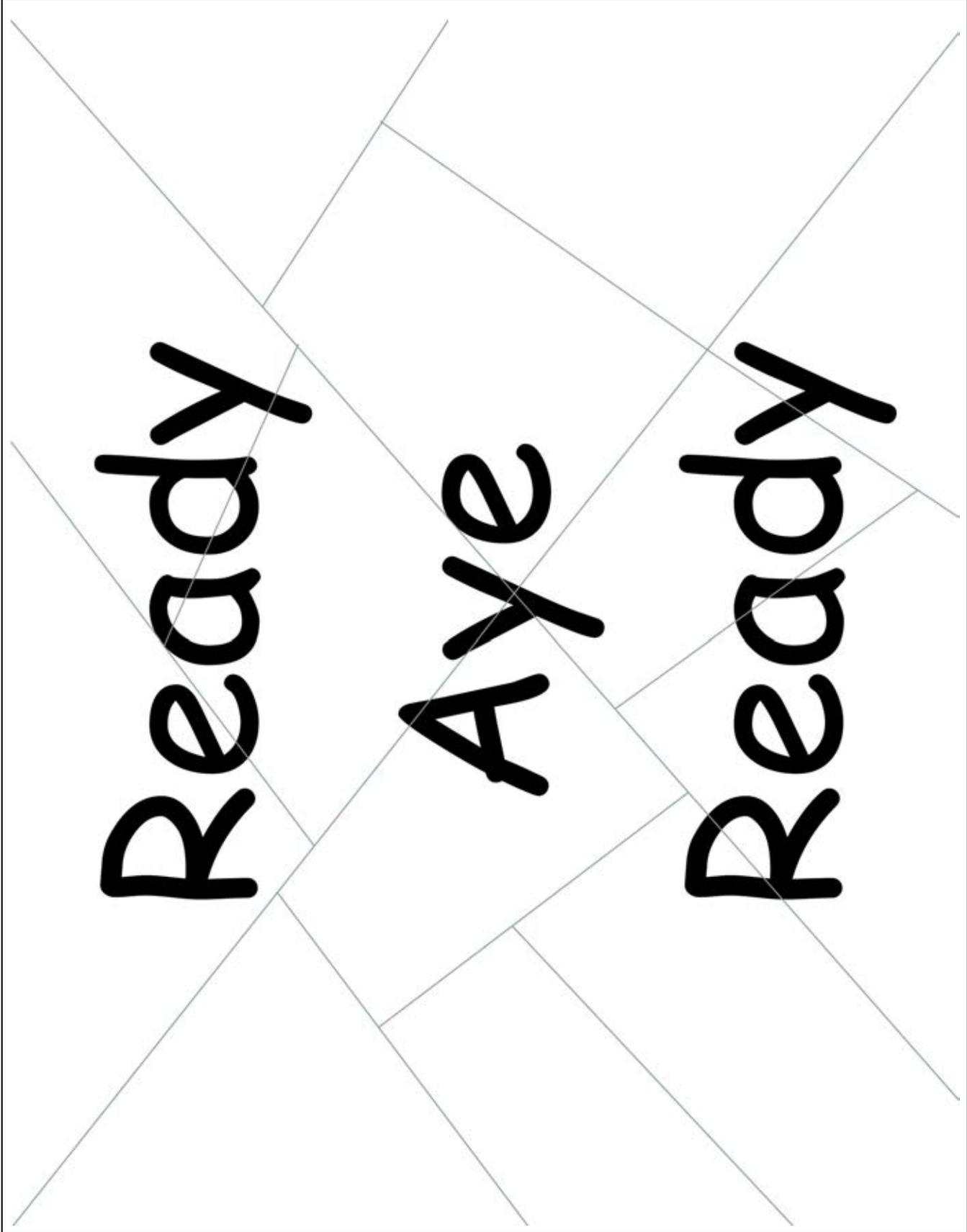
The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

A relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

Develop in youth the attributes of good citizenship and leadership.

Promote physical fitness.

Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.



Ready  
Aye  
Ready



## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 5

### EO M107.05 – WEAR THE SEA CADET UNIFORM

---

Total Time:

60 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

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

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

Gather the following uniform items:

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

- running shoes,

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

Assistant instructors may be required for this lesson.

### **PRE-LESSON ASSIGNMENT**

Nil.

### **APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the proper way to wear the Sea Cadet uniform while providing an opportunity for the cadets to practice the skill under supervision.

---

## **INTRODUCTION**

---

### **REVIEW**

Nil.

### **OBJECTIVES**

By the end of this lesson the cadet shall wear the Sea Cadet uniform to the standard set forth in CATO 35-01, *Royal Canadian Sea Cadets Dress Instructions*.

### **IMPORTANCE**

The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual as well as on the Canadian Cadet Organization (CCO).



Assistant instructors may be required for this lesson.

---

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

Time: 5 min

Method: Demonstration and Performance

---

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

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



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

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

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

**ANTICIPATED ANSWERS:**

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

---

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

Time: 5 min

Method: Demonstration

---

Other types of headdress authorized for Sea Cadets include:

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



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



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

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS:

Q1. When may the wide-brimmed tan summer hat be worn?

Q2. When may the cadet toque be worn?

### ANTICIPATED ANSWERS:

A1. As per CATO 35-01.

A2. As per CATO 35-01.

---

### Teaching Point 3

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

Time: 5 min

Method: Demonstration

---

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

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



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



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



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

---

### CONFIRMATION OF TEACHING POINT 3

---

#### QUESTIONS:

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

#### ANTICIPATED ANSWERS:

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

---

#### Teaching Point 4

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

Time: 5 min

Method: Demonstration

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

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



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



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

---

#### CONFIRMATION OF TEACHING POINT 4

---

#### QUESTIONS:

Q1. How should the trousers be pressed?

Q2. When are the sports shorts worn?

#### ANTICIPATED ANSWERS:

A1. As per CATO 35-01.

A2. As per CATO 35-01.

---

#### Teaching Point 5

**Explain and demonstrate the correct manner to wear footwear.**

Time: 5 min

Method: Demonstration

---

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

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



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



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

---

**CONFIRMATION OF TEACHING POINT 5**


---

**QUESTIONS:**

- Q1. When should grey socks be worn?  
 Q2. How should the black ankle boots be laced?

**ANTICIPATED ANSWERS:**

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

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

Time: 20 min

Method: Demonstration

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

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



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



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

---

## ACTIVITY

---

Time: 10 min

---

### OBJECTIVE:

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

### RESOURCES:

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

### ACTIVITY LAYOUT

Nil.

**ACTIVITY GUIDELINES**

1. Have the cadets select a piece of paper that indicates a part of the uniform.
2. Have the cadets find the part indicated on the paper.
3. Have the cadet show the class how to wear the uniform part.
4. Repeat these steps until each cadet has shown the class the wearing of a uniform part. If there are more cadets than pieces of uniform, put the pieces of paper back in the container and start again.

**SAFETY:**

Nil.

---

**END OF LESSON CONFIRMATION**


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

---

**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The Sea Cadet uniform should be worn properly at all times. The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual and on the CCO. The intent is to ensure a high standard of grooming consistent with that expected of cadets.

**INSTRUCTOR NOTES / REMARKS**

This lesson should be delivered at the beginning of the training year before the cadets are required to wear their uniforms.

---

**REFERENCES**


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

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

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 6

### EO M107.06 – IDENTIFY YEAR ONE SUMMER TRAINING OPPORTUNITIES

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PF-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Have senior cadets, with CSTC training experience, share their CSTC experiences during this lesson.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the year one summer training opportunities and generate interest.

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with the opportunities available to them for summer training in year one.

#### IMPORTANCE

It is important for the cadet to understand the training opportunities available to them during their first summer in the program so they are aware of what courses they are eligible to attend. It is also important for them to know what training opportunities are available to them in future summers so they can start thinking about what courses they may wish to complete in the future.

**Teaching Point 1****Discuss the general training course.**

Time: 10 min

Method: Interactive Lecture

**AIM**

The aim of the general training course is to provide an introductory knowledge of the CSTC environment and the training opportunities available. This training will provide cadets an opportunity to identify the specialty area that motivates them to pursue further CSTC training.

**LOCATIONS**

Figure 1 Map of Summer Training Centres across Canada

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

- HMCS Acadia – Cornwallis, Nova Scotia,
- HMCS Quebec / NCSM Quebec – Ste-Angele-de-Laval, Quebec,
- HMCS Ontario – Kingston, Ontario, and
- HMCS Quadra – Comox, British Columbia.

**SPECIALTY TRAINING**

The fundamental training a cadet should participate in on general training includes:

- **Leadership.** PO S103 – Participate as a Member of a Team
  - The aim of GT leadership is for the individual cadet to participating in activities as a member of a team.

- **Fitness and Sports.** PO S105 – Participate in Fitness and Sports Activities
  - The aim of GT fitness and sports is to encourage cadets to actively participate in recreational sports activities and introduce them to the CSTC training opportunities available in this specialty area.
- **Air Rifle Marksmanship.** PO S106 – Participate in Aspects of Marksmanship Specialty Training
  - The aim of GT air rifle marksmanship is to build on marksmanship skills learned as part of Phase One and enhance those skills during participation in a recreational air rifle shoot. Additionally, the aim of this PO is to introduce cadets to summer biathlon and the future opportunities available in the areas of marksmanship and biathlon.
- **General Cadet Knowledge.** PO S107 – Adapt to the CSTC Environment
  - The aim of GT general cadet knowledge is to familiarize cadets with the structure and environment of a CSTC and to provide cadets with sufficient knowledge and experience to allow them to select the course they will pursue during their second summer at the CSTC.
- **Drill.** PO S108 – Participate in Aspects of Drill and Ceremonial Specialty Training
  - The aim of GT drill is to further develop drill skills acquired during Phase One and to introduce cadets to the opportunities available in the drill and ceremonial specialty area.
- **Music.** PO S114 – Participate in Aspects of Music Specialty Training
  - The aim of GT music is to introduce cadets to the opportunities available in the music specialty area.
- **Sail.** PO S124 – Participate in Aspects of Sail Specialty Training
  - The aim of GT sail is to introduce cadets to the opportunities available in the sail specialty area.
- **Seamanship.** PO S130 – Participate in Aspects of Seamanship Specialty Training
  - The aim of GT seamanship is to introduce cadets to the opportunities available in the seamanship specialty area.

---

### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS:

- Q1. How long is the general training course?
- Q2. In what locations is the general training course held?

#### ANTICIPATED ANSWERS:

- A1. Two weeks duration.
- A2. HMCS Acadia – Cornwallis, Nova Scotia,  
HMCS Quebec – Ste-Angele-de-Laval, Quebec,  
HMCS Ontario – Kingston, Ontario, and  
HMCS Quadra – Comox, British Columbia.

---

**Teaching Point 2****Introduce the CSTC training and international exchange opportunities.**

Time: 15 min

Method: Interactive Lecture

---

**SAIL TRAINING**

- **Basic Sail** – a three-week course available in year two focussed on developing basic sailing skills up to CYA CANSail 1 and CANSail 2.
- **Intermediate Sail** – a six-week course available in year three focussed on developing intermediate (CANSail 3) and introducing the more advanced sailing skills (CYA CANSail 4) and an introduction into Chutes and Wires 1.
- **Senior Sail** – a six-week course available in year four focussed on developing advanced sailing skills (CYA CANSail 5, Chutes & Wires 1).

**SEAMANSHIP TRAINING**

- **Basic Seamanship** – three-week course available in year two which introduces cadets to all aspects of seamanship training;
- **Ship's Boat Operator** – six-week course available in year three focussed on developing skills in small craft operation and achieving small craft operator certification; and
- **Boatswain's Mate** – six-week course available in year four focussed on large vessel operations and coastal navigation.

**MUSIC TRAINING**

- **Military Band - Basic Musician** – three week course available in year two focussed on developing Basic level musician skills.
- **Military Band - Intermediate Musician** – six week course available in year three focussed on developing musician skills up to level two.
- **Military Band - Advanced Musician** – six week course available in year four focussed on developing musician skills of level three and higher.

**FITNESS AND SPORTS COURSES**

- **Basic Fitness and Sports** – three week course available in year two focussed on improving individual fitness and gaining knowledge and skills in a variety of sports.
- **Fitness and Sports Instructor** – six week course available in year three focussed on improving individual fitness and developing the skills and knowledge necessary to organize and deliver fitness and sports related activities within all areas of the cadet program.

**OTHER SPECIALTY COURSES**

- **Basic Drill and Ceremonial** – three week course available in year two focussed on providing cadets opportunities to continue to develop leadership knowledge and skills obtained in the corps program while immersed in a variety of activity areas. Main activities include air rifle marksmanship and drill and ceremonial.
- **Drill and Ceremonial Instructor** – six week course available in year three focussed on developing experts in the area of drill and ceremonial to act as instructors in all areas of drill and ceremonial carried out in the Sea Cadet program.

- **Air Rifle Marksmanship Instructor** – six week course available in year three focussed on developing individual skill in the areas of air rifle marksmanship and biathlon. This course also provides cadets with the requisite knowledge and skills to assist in the delivery of the marksmanship and biathlon programs.

### **NATIONAL COURSES**

- **Marine Engineering** - an eight week course available in year four. The aim is to teach the cadets the basics of machinery systems used on Sea Cadet Summer Training Vessels (SCSTVs), to enable the cadets to serve as a watch-keeper in the engine-room, and to run these spaces in an orderly and efficient manner.
- **Shipwright** - a six week course available in year four. The aim is to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small vessels used at SCSTCs and sail centres.
- **Advanced Sail** - a six week course available in year four. The aim is to certify cadets with the CYA CANSail 5 & 6 and Chutes & Wires (1) 2. Cadets will be able to compete in races with a sound understanding of the racing rules of sailing.

### **INTERNATIONAL EXCHANGES**

Exchanges provide an opportunity for selected cadets to experience another culture and other training programmes. As limited numbers of cadets will have the opportunity to experience these exchanges, they are meant to be reward programmes for cadets of the highest standard who have met all the prerequisites. Exchanges are normally two to three weeks duration.

International Exchanges potentially include:

- Australia,
- Bermuda,
- Japan,
- The Netherlands,
- South Korea,
- Sweden,
- United Kingdom, and
- United States.

---

### **CONFIRMATION OF TEACHING POINT 2**

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#### **QUESTIONS:**

- Q1. How long is the Sail Instructor course?
- Q2. What national courses are available to cadets?
- Q3. Which countries are potential hosts for the international exchanges?

**ANTICIPATED ANSWERS:**

- A1. Six weeks.
- A2. Marine Engineering, Shipwright, and Advanced Sail.
- A3. Australia, Bermuda, Japan, the Netherlands, South Korea, Sweden, United Kingdom and the United States.

---

**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Many cadets will have the opportunity to attend summer training centres after completing Phase One training at the corps. It is important for them to know what options are available to them for their first summer. It is also important for them to gain a basic understanding of opportunities available to them in the future.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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- A1-006 Director Cadets. (1992). CATO 34-02: *Royal Canadian Sea Cadet International Exchange*. In Cadet Administrative and Training Orders. Ottawa, ON.
- A1-019 CATO 31-03 D Cdts. (2008). *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.
- C0-043 Software (1995-2004). *Quick Maps*. (2006). Retrieved 10 April 2006, from [www.theodora.com/maps](http://www.theodora.com/maps).



**ROYAL CANADIAN SEA CADETS**

**PHASE ONE**

**INSTRUCTIONAL GUIDE**



**SECTION 7**

**EO C107.01 – MAINTAIN THE SEA CADET UNIFORM**

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Total Time:

60 min

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

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 8**  
**EO C107.02 – TOUR THE CORPS**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Coordinate tour with all corps departments. Review zone protocols for offices, parades square, classrooms, break areas, out of bound areas and saluting zones.

Brief assistant instructors. Arrange for one assistant instructor per group of four cadets.

Prepare corps passports.

Prepare maps of the corps facilities with numbered points of interest.

Set up sticker stations at each point of interest.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their cadet corps in a safe and controlled environment.

---

**INTRODUCTION**

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**REVIEW**

The pertinent review for this lesson will include:

- officer ranks (TP2 of EO M107.02); and
- regulations for paying compliments inside a building (TP3 of EO M107.03).

## **OBJECTIVES**

By the end of this lesson the cadet shall be expected to:

- identify the location of:
  - the parade square;
  - classrooms;
  - break areas;
  - canteen;
  - washrooms;
  - communication areas;
  - Commanding Officer's (CO's) office;
  - administration office;
  - training office;
  - supply office; and
  - out of bounds areas; and
- observe appropriate protocols associated with each location.

## **IMPORTANCE**

Being familiar with the location of all the corps facilities can aid the cadets in following instructions, finding information and participating in corps activities.

**Teaching Point 1****Participate in a tour of the cadets corps**

Time: 30 min

Method: Practical Activity

**BACKGROUND KNOWLEDGE**

This information is representative only. Information presented must be tailored to be specific to the corps. Individual corps may have information that will vary from the information given in this guide.

**PARADE SQUARE**

The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the corps holds parades and other ceremonial events. Appropriate corps protocols should be followed regarding the parade square.

**CLASSROOMS**

Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the corps should be left alone. Protocol for entering and leaving the classroom should be followed.

**BREAK AREAS**

Break areas are where the cadets should be when not tasked. The corps guidelines for the use of the area should be discussed.

**CANTEEN**

The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the corps. Hours of operation, personnel responsible and how the money is used should be discussed.

**WASHROOMS**

The location of the facilities should be pointed out.

**COMMUNICATIONS AREAS**

Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain corps policies. The routine orders contain information on duties, events, activities and personnel changes. Authorization to post information should be discussed.

**COMMANDING OFFICER'S OFFICE**

If the CO is available, they should introduce themselves and state briefly what they do. If the CO is not available, the tour guide will provide this information. The CO is at the top of the chain of command within the corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer. Protocol for entering and leaving an office should be reviewed.

## **ADMINISTRATION OFFICE**

If the administration staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Administration Officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all corps activities. Other administrative staff may include assistant administration officers. Cadets may need to go to the administration office to complete paperwork, report absences or to pick up forms. Protocol for entering and leaving an office should be reviewed.

## **TRAINING OFFICE**

If the training staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Training Officer (Trg O) is responsible for the coordination and implementation of the corps training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os. Cadets will normally only visit the training office if the training officer has requested them, or they have been directed by another staff member or cadet NCO. Protocol for entering and leaving an office should be reviewed if applicable.

## **SUPPLY OFFICE**

If the supply staff is available, they should introduce themselves and state very briefly what they do. If they are not available, the tour guide will provide this information. The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os. Cadets will normally visit the supply office to receive their uniform and to exchange items that no longer fit or have become damaged. Appointments may be necessary. If the supply section has specific hours when it is open to cadets, these hours should be stated. Protocol for entering and leaving an office should be reviewed, if applicable.

## **OUT OF BOUNDS AREAS**

Any areas that are out of bounds to cadets should be pointed out. The consequences for violating this policy should be explained.

---

### **ACTIVITY**

Time: 20 min

---

### **OBJECTIVE**

This activity is designed to familiarize the cadet with the facilities and staff of their corps.

### **RESOURCES**

- Corps maps with numbered points of interest, if available (an example map is provided in Attachment G).
- Corps passports.
- Stickers.

## ACTIVITY LAYOUT

1. Divide the cadets into groups of four and assign each group a tour guide. Each cadet will receive a passport, found in Attachment H, to be completed during the tour.



Group size may be adjusted based on the number of available tour guides and the number of cadets in the class.

2. Give each group a map and assign a starting point of interest. Starting points should be separated by one point if possible, to avoid more than one group at any one point during the tour.
3. Each group shall progress through the tour by visiting the points of interest. Tour guides will present the appropriate information at each point. Only one to two minutes should be necessary at each stop.
4. Each cadet shall answer the questions for each point of interest on their corps passports. The tour guide will check the answers at each point and award stickers to complete the passport.

## SAFETY

Nil.

## INSTRUCTOR GUIDELINES

- Brief the tour guides on activity layout and their role.
- Circulate throughout the corps facilities to watch for bottlenecks and move groups along as necessary.
- Answer questions.
- Ensure protocols are being observed.

---

## REFLECTION

Time: 5 min

Method: Group Discussion

---

## GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

## DISCUSSION QUESTIONS



### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

## SUGGESTED QUESTIONS

- Q1. Why is it important to know where all of the corps facilities are located?
- Q2. How do you feel now that you know where everything is located?
- Q3. What other information about the corps facilities would help you feel more comfortable at cadets?

---

## CONCLUSION

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## HOMEWORK/READING/PRACTICE

Nil.

## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

Knowing the location of all the corps facilities will assist cadets in following instructions, finding information and participating effectively in corps activities.

## INSTRUCTOR NOTES/REMARKS

Nil.

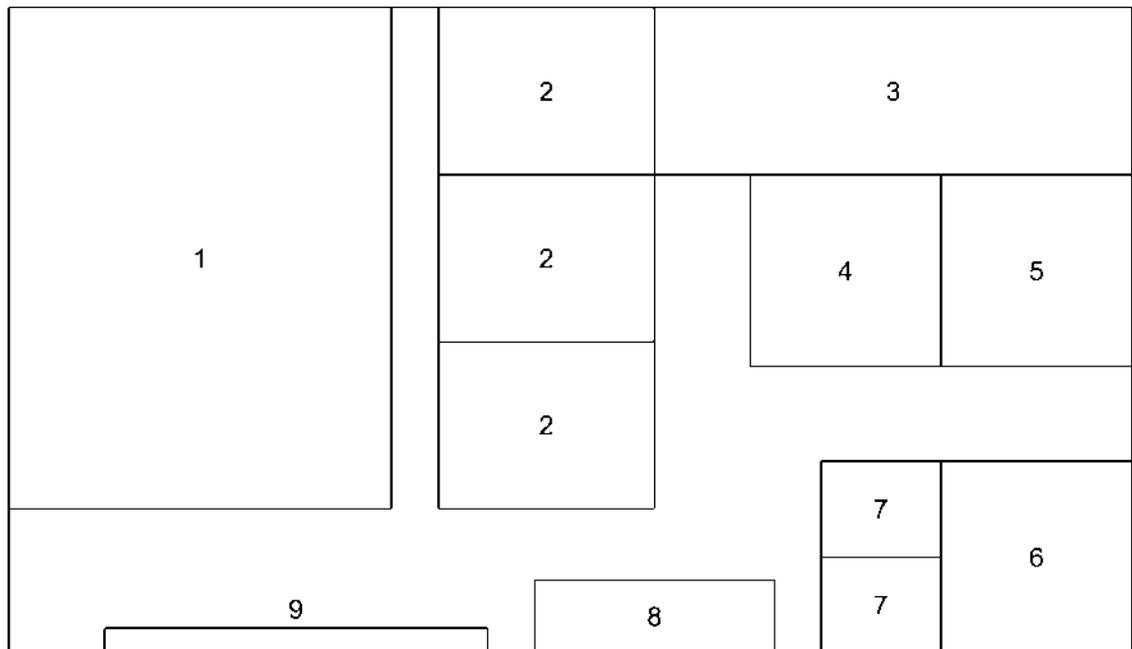
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## REFERENCES

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Nil.

**EXAMPLE MAP**



**POINTS OF INTEREST:**

1. Parade Square
2. Classrooms
3. Supply Office/Stores
4. Administration Office
5. Training Office
6. Commanding Officer's Office
7. Washrooms
8. Canteen
9. Communications Area

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CORPS PASSPORT

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

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



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 9**

**EO C107.03 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE CORPS**

Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of their cadet corps.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the history of their cadet corps.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to be familiar with:

- the formation of their corps;
- significant corps developments since inception; and
- awards and accomplishments of the corps.

## **IMPORTANCE**

The history of a corps is a source of pride for those within it. Understanding the history of the corps allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

---

**Teaching Point 1****Conduct an activity on the history of the Cadet Corps**

Time: 40 min

Method: In-Class Activity

---

---

**BACKGROUND KNOWLEDGE**

---

**CORPS FORMATION**

There are a number of events that are historically important during the creation of a corps. These include:

- the charter date for the corps;
- the initial composition of the corps, staff and cadets; and
- the first sponsor of the corps.

**CORPS DEVELOPMENTS**

Corps participate in a number of community service events. Some events may happen annually, while others may occur only during special occasions. These events include, but are not limited to:

- ceremonial parades;
- fundraising events for charities; and
- civic events.

Also, corps personnel are involved in a number of activities within their unit, which are an important part of the unit's history. These activities may include, but are not limited to:

- formation of various activities within the corps (such as a drill team, band, first aid team, marksmanship team, etc.);
- participation in exchanges; and
- corps trips to various locations.

Other important developments in the history of a corps include:

- the development of a corps crest; and
- the affiliation of a corps with a Canadian Forces (CF) military unit.

**CORPS AWARDS AND ACCOMPLISHMENTS**

There are a number of ways that a corps can be recognized. The recognition may come from winning a competition, or for demonstrating excellence in a particular area. These awards can be won on provincial, regional, national, and in some circumstances, international levels.

Many opportunities exist for cadets to win awards at all levels of the Canadian Cadet Organization (CCO). Cadets winning such awards reflect well upon the corps.

Memorial awards are awards that are left in memory of someone that has made significant contributions to the local corps or the CCO. Memorial awards that may be given are an important source of historical information within the corps.

Outside of awards, there are a number of other cadet accomplishments that make up a fundamental part of the corps history. They include, but are not limited to:

- civilian careers of former cadets; and
- military careers of former cadets.

---

## ACTIVITY

Time: 40 min

---

### OBJECTIVE

The objective of this activity is to familiarize the cadets with the history of their corps.

### RESOURCES

- Corps photographs.
- Corps video.
- Corps awards.
- Flipchart paper.
- Flipchart markers.
- Construction paper.
- Three tables.
- Bristol board.

### ACTIVITY LAYOUT

Before the activity:

- Prepare learning stations based on three topic areas:
  - corps formation;
  - corps developments; and
  - corps accomplishments.
- Identify each station by a colour.
- Ensure each learning station is dynamic by using photos, newspaper clippings, video clips; timelines, memorabilia, summaries on Bristol board or other items.
- Prepare four cadet research cards for each learning station.
- Each research card will be a different colour to correspond to the learning station of the same colour.
- These cards will have a key word written on them to indicate what the cadet is to research.

During the activity, the cadets will be:

- divided into groups of four with a maximum of six groups. If there are more than 16 cadets, make the groups larger. There can be more than one group at a learning station at a time;
- given several research cards that correspond to each of the three learning stations;

- given eight minutes to research information; and
- given seven minutes to prepare their researched information on flipchart paper.

## SAFETY

Nil.

## INSTRUCTOR GUIDELINES

During the activity the instructor shall ensure the cadets are collecting their information, and moving between learning stations in a timely manner.

---

### Teaching Point 2

### Conduct a group discussion about the activity

Time: 10 min

Method: Group Discussion

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## REFLECTION

Time: 10 min

Method: Group Discussion

---

## GROUP DISCUSSION



Once the activity is completed, the instructor shall have the groups come up to present their information to the class. The instructor shall call up groups with respect to the topic order listed in background information. The instructor should ensure they highlight any missed information after each topic has been presented.

## DISCUSSION QUESTIONS



- During this stage the instructor should quickly pose some questions to the class to confirm their understanding of the knowledge presented in the lesson.
- Some of the questions below may not have been directly answered through the learning station. It is the responsibility of the instructor to create a brief discussion around these questions, emphasizing important points brought forth by the cadets.

## SUGGESTED QUESTIONS

- Q1. Why is it important for members of the corps to be familiar with how it was formed?
- Q2. Why are memorial awards important to the history of a corps?
- Q3. Why is it important for cadets to understand the history of the corps' involvement within their community?
- Q4. What role do activities such as drill team, band, first aid, etc. play in developing a corps?

---

## CONCLUSION

---

### REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge in the future.

### MAIN TEACHING POINTS

TP1. Discuss the formation of the corps.

TP2. Discuss significant corps developments since its inception.

TP3. Discuss awards and accomplishments of the corps.

### HOMEWORK/READING/PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Being familiar with the history of the corps will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the corps and allow them to pass this information on to others.

### INSTRUCTOR NOTES/REMARKS

Information used by the instructor for the learning stations will depend on materials available at each unit.

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## REFERENCES

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Nil.

**MEMORIAL AWARDS**

(Green Construction Paper)

**Corps/Squadron Formation**

# CHARTER

(Red Construction Paper)

**Corps/Squadron Developments**

# HEART AND STROKE FOUNDATION CAMPAIGN

(Blue Construction Paper)

**Corps/Squadron Accomplishments**

# LCOLSHEA CITIZENSHIP AWARD

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**CHAPTER 8**

**PO 108 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW**





**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY**

Total Time:

30 min

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**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have adopted the positions of attention, stand at ease and stand easy.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain demonstrate, and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets adopt the position of attention.**

Time: 5 min

Method: Demonstration and Performance

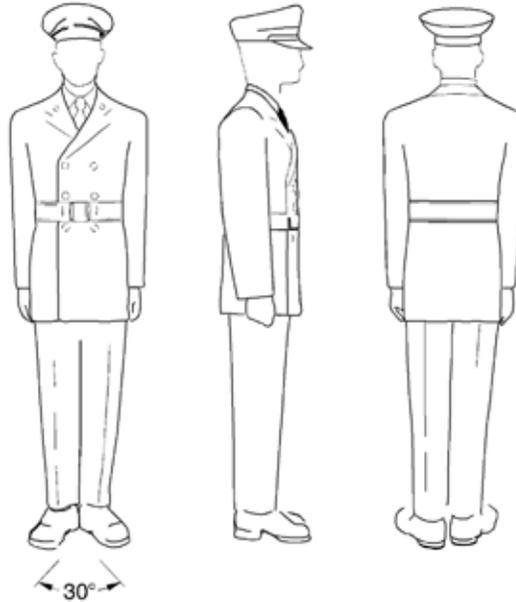
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### ADOPT THE POSITION OF ATTENTION

The cadet shall adopt the position of attention, by ensuring:

1. heels are together and in line,
2. feet are turned out to form an angle of 30 degrees,
3. body is balanced and weight distributed evenly on both feet,
4. shoulders are level, square to the front,
5. arms are hanging as straight as the natural bend will allow, with elbows and wrists touching the body,

6. wrists are straight, the back of the hands outwards, fingers aligned, touching the palm of the hand, thumbs placed on the side of the forefinger at the middle joint with the thumbs and back of the fingers touching the thighs lightly and the thumbs in line with the seam of the trousers,
7. head is held erect, neck touching the back of the collar, eyes steady, looking their height and straight to the front, and
8. no part of the body is strained.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Position of Attention



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Fists at Position of Attention



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- back arched or hips too far forward,
- shoulders and body tense,
- leaning to the front or rear,
- thumbs not along the seams of the trousers, and,
- feet placed at an improper angle.

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' adopting the position of attention will serve as the confirmation of this TP.

---

#### Teaching Point 2

**Explain, demonstrate and have the cadets adopt the position of stand at ease.**

Time: 5 min

Method: Demonstration and Performance

---

#### ADOPT THE POSITION OF STAND AT EASE

The position of standing at ease is an intermediate position between attention and standing easy. It allows no relaxation, but can be maintained without strain for a longer time than the position of attention.

On the command STAND AT EASE BY NUMBERS, SQUAD—ONE, the cadet shall bend the left knee.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-4), by Director of History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 3 First Part of the Movement – Stand at Ease



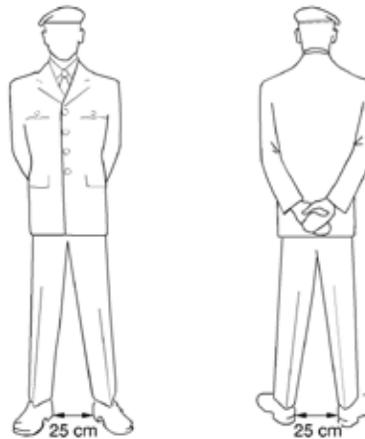
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- moving wrong foot,
- lifting the foot instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the cadet shall:

1. ensure heels are together and in line;
2. carry the left foot to the left, straightening it in double time, and place it smartly flat on the ground with the inside of the heels 25 cm apart;
3. simultaneously, with a quick motion, bring the arms behind the back, stretched to their full extent, and place the back of the right hand in the palm of the left, with thumbs crossed right over left, the fingers together and extended; and
4. balance the body with the weight evenly distributed on both feet.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-4), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 4 Position of Stand at Ease



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- foot carried over an improper distance,
- right hand not placed fully into palm of the left hand,
- thumbs hooked together, and
- straining the arms in an attempt to lock the elbows

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' adopting the position of stand at ease will serve as the confirmation of this TP.

---

### Teaching Point 3

**Explain, demonstrate and have the cadets adopt the position of attention from stand at ease.**

Time: 5 min

Method: Demonstration and Performance

---

### ADOPT THE POSITION OF STAND AT EASE

On the command ATTENTION BY NUMBERS, SQUAD—ONE, bend the left knee and shift the balance to the right foot.

On the command SQUAD—TWO, the cadet shall:

1. straighten the left leg in double time, place the foot on the ground, toe touching first, followed by the heel, and with heels aligned; and
2. simultaneously, with a quick motion, bring the arms and hands to the position of attention.

On the command ATTEN—TION, combine the two movements. The timing is “ONE.”



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as standing at attention and stand at ease.

---

### CONFIRMATION OF TEACHING POINT 3

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The cadets' adopting the position of attention from stand at ease will serve as the confirmation of this TP.

**Teaching Point 4****Explain, demonstrate and have the cadets adopt the position of stand easy.**

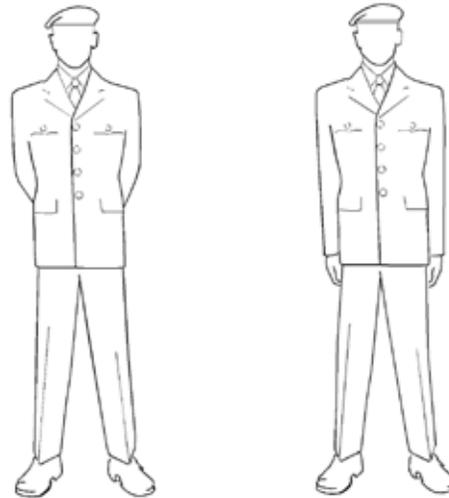
Time: 5 min

Method: Demonstration and Performance

**ADOPT THE POSITION OF STAND EASY**

The position of stand easy is ordered when the squad may relax. This command is only given when the squad is in the position of stand at ease.

On the command STAND—EASY, the cadet shall close the hands and bring the arms to the position of attention and relax.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-5), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 5 Position of Stand Easy



When standing easy, with permission, cadets may adjust clothing and equipment, but shall not move feet or talk.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include moving or fidgeting and talking without permission.

**CONFIRMATION OF TEACHING POINT 4**

The cadets' adopting the position of stand easy will serve as the confirmation of this TP.

---

**Teaching Point 5**

**Explain, demonstrate and have the cadets adopt the position of stand at ease from stand easy.**

Time: 5 min

Method: Demonstration and Performance

---

**ADOPT THE POSITION OF STAND AT EASE FROM STAND EASY**

On the cautionary command SQUAD, the cadet shall assume the position of stand at ease.



This TP is best taught as a group practice to ensure adherence to timings and togetherness of the squad.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not paying attention.

---

**CONFIRMATION OF TEACHING POINT 5**

The cadets' adopting the position of stand at ease from stand easy will serve as the confirmation of this TP.

---

**END OF LESSON CONFIRMATION**

The cadets' adopting the positions of attention, stand at ease and stand easy will serve as the confirmation of this lesson.

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

**INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

---

**REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

**INTRODUCTION**

**REVIEW**

Review the drill movements from EO M108.01 (Adopt the Positions of Attention, Stand at Ease and Stand Easy).

**OBJECTIVES**

By the end of this lesson the cadet shall have executed a salute at the halt without arms.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets execute a salute to the front.**

Time: 15 min

Method: Demonstration and Performance

---

### EXECUTE A SALUTE TO THE FRONT

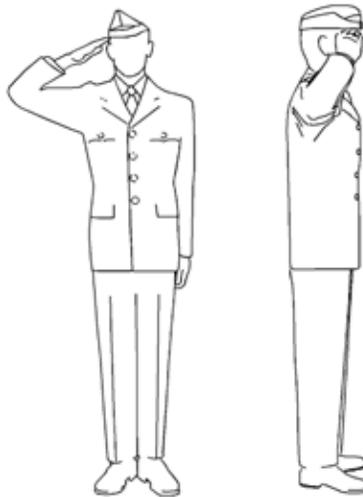


The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention.

On the command TO THE FRONT SALUTE BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and

2. force the right hand by its shortest route to the front of the headdress ensuring:
- the palm of the hand is facing down,
  - the thumb and fingers are fully extended and close together,
  - the tip of the second finger is 2 cm above and in line with the outside of the right eyebrow and touching the lower edge of the headdress,
  - the hand, wrist and forearm are in a straight line and at a 45 degree angle to the upper arm,
  - the elbow is in line with the shoulders, and
  - the upper arm is parallel to the ground.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Saluting to the Front Without Arms



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- second finger not touching the headdress,
- wrist and fingers not straight,
- thumb not in line with the fingers,
- palm turned to face forward or to the rear, and
- second finger touching the arm of glasses, if worn.

On the command SQUAD—TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned to the front.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command TO THE FRONT—SALUTE, the two movements are combined. The standard pause shall be observed between movements.



**Standard Pause:** The standard pause between each movement is two beats in quick time.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

---

### CONFIRMATION OF TEACHING POINT 1

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The cadets' executing a salute to the front will serve as the confirmation of this TP.

**Teaching Point 2****Explain, demonstrate and have the cadets execute a salute to the right and to the left.**

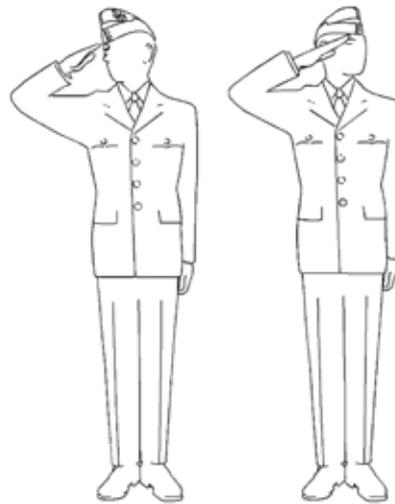
Time: 10 min

Method: Demonstration and Performance

**EXECUTE A SALUTE TO THE RIGHT AND TO THE LEFT**

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD—ONE, saluting shall be executed as detailed in TP1, except that the head and eyes shall be turned smartly to the right (left) as far as possible without straining, ensuring that:

1. when saluting to the left, the right hand, wrist and arm are brought further over to the left to the correct position 2 cm above and in line with the outside edge of the right eyebrow and touching the headdress; and
2. when saluting to the right, the arm is moved to the rear, with the tip of the second finger remaining 2 cm above and in line with the outside edge of the right eyebrow and touching the headdress.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-11), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Saluting to the Right and Left



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as saluting to the front.

On the command SQUAD—TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

On the command TO THE RIGHT (LEFT)—SALUTE, the two movements are combined. The standard pause shall be observed between movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' executing a salute to the right and to the left will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

---

The cadets' executing a salute at the halt without arms will serve as the confirmation of this lesson.

---

### CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

### INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

---

### REFERENCES

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**  
**EO M108.03 – EXECUTE TURNS AT THE HALT**

---

Total Time:

30 min

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**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.02 (Execute a Salute at the Halt Without Arms).

**OBJECTIVES**

By the end of this lesson the cadet shall have executed turns at the halt.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets execute a right turn.**

Time: 10 min

Method: Demonstration and Performance

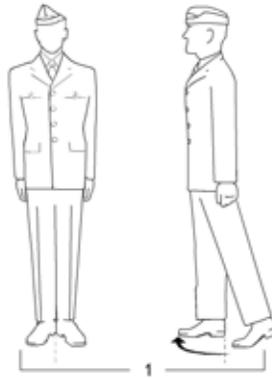
---

### EXECUTE A RIGHT TURN



Turns are made to change direction. Right or left turns change direction by 90 degrees, and about turns by 180 degrees.

On the command RIGHT TURN BY NUMBERS, SQUAD—ONE, the cadets shall turn 90 degrees to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-13), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 First Part of the Movement—Right Turn at the Halt



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

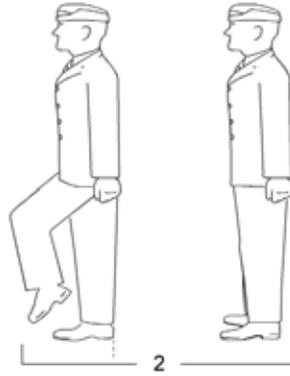


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- weight transferred to the left foot,
- right leg bent instead of straight, and
- arms not held firmly to the side.

On the command SQUAD—TWO, the cadets shall bend the left knee, straightening it in double time and placing the left foot beside the right to assume the position of attention.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-13), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Second Part of the Movement—Right Turn at the Halt



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- moving wrong foot,
- lifting the foot rather than lifting the knee, and
- lower leg and foot not allowed to hang at a natural angle.

On the command RIGHT—TURN, combine the two movements. The standard pause shall be observed between the movements.



**Standard Pause:** The standard pause between each movement is two beats in quick time.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' executing a right turn will serve as the confirmation of this TP.

#### Teaching Point 2

**Explain, demonstrate and have the cadets execute a left turn.**

Time: 5 min

Method: Demonstration and Performance

#### EXECUTE A LEFT TURN

On the command LEFT TURN BY NUMBERS, SQUAD–ONE, have the cadets turn 90 degrees to the left by pivoting on the left heel and right toe and raising the right heel and left toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the left foot and the right leg is braced with the heel off the ground.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as turning to the right except that references to left and right are to be reversed.

On the command SQUAD–TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command LEFT – TURN, combine the two movements. The standard pause shall be observed between the movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

---

## CONFIRMATION OF TEACHING POINT 2

---

The cadets' executing a left turn will serve as the confirmation of this TP.

### Teaching Point 3

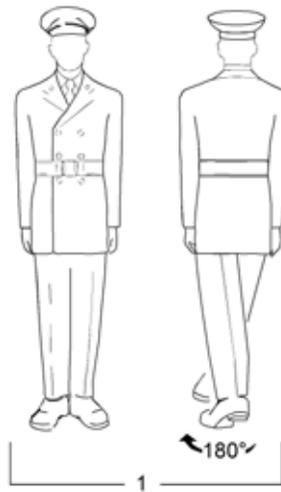
**Explain, demonstrate and have the cadets execute an about turn.**

Time: 10 min

Method: Demonstration and Performance

### EXECUTE AN ABOUT TURN

On the command ABOUT TURN BY NUMBERS, SQUAD—ONE, the cadets shall turn 180 degrees to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees should be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-14), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 3 First Part of the Movement—About Turn at the Halt



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

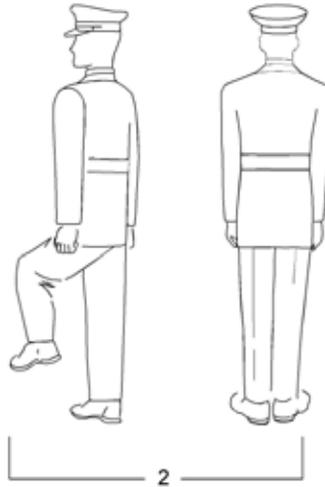


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include the ones listed for the right turn and also include:

- turning to the left instead of the right,
- turning less than or more than 180 degrees, and
- losing balance.

On the command SQUAD—TWO, the cadet shall bend the left knee, straightening it in double time and placing the left foot beside the right to assume the position of attention.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-14), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 4 Second Part of the Movement—About Turn at the Halt

On the command ABOUT—TURN, combine the two movements. The standard pause shall be observed between the movements.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing a right turn.

---

### CONFIRMATION OF TEACHING POINT 3

---

The cadets' executing an about turn will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

---

The cadets' executing turns at the halt will serve as the confirmation of this lesson.

---

### CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

### INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

---

### REFERENCES

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**  
**EO M108.04 – CLOSE TO THE RIGHT AND LEFT**

---

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.03 (Execute Turns at the Halt).

**OBJECTIVES**

By the end of this lesson the cadet shall have closed to the right and left.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets close to the right.**

Time: 15 min

Method: Demonstration and Performance

---

### CLOSE TO THE RIGHT



Closing to the right is executed to adjust position right. Close march paces to the right shall not be ordered when the distance required to move exceeds eight paces. When the distance is greater, the squad shall be turned and marched the required distance.

On the command ONE PACE RIGHT CLOSE MARCH BY NUMBERS, SQUAD–ONE, the cadet shall:

1. bend the right knee, carrying the foot to the right and placing it on the ground with the inside of the heels one side pace 25 cm apart;
2. balance the weight of the body evenly on both feet; and
3. keep the arms at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the cadet shall shift the weight of the body to the right foot; and bend the left knee, placing the left foot by the right to assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

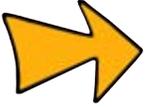


Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the first movement.

On the command ONE PACE RIGHT CLOSE—MARCH, combine the two movements, observing the following timing:

1. one pace, one-one,
2. two paces, one-one, pause, one-two: and
3. three paces, one-one, pause, one-two, pause, one-three.



**Standard Pause:** The standard pause between each movement is two beats in quick time.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty with during the TP.

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' closing to the right will serve as the confirmation of this TP.

---

#### Teaching Point 2

**Explain, demonstrate and have the cadets close to the left.**

Time: 10 min

Method: Demonstration and Performance

---

#### CLOSE TO THE LEFT

On the command ONE PACE LEFT CLOSE MARCH BY NUMBERS, SQUAD—ONE, the cadet shall:

1. bend the left knee, carrying the foot to the left and placing it on the ground with the inside of the heels one side pace 25 cm apart;
2. balance the weight of the body evenly on both feet; and
3. keep the arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as closing to the right except with the left foot.

On the command SQUAD—TWO, the cadet shall shift the weight of the body to the left foot; and bend the right knee, placing the right foot by the left to assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the first movement.

On the command ONE PACE LEFT CLOSE—MARCH, combine the two movements, observing the following timing:

1. one pace, one-one;
2. two paces, one-one, pause, one-two; and
3. three paces, one-one, pause, one-two, pause, one-three.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' closing to the left will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

---

The cadets' closing to the right and left will serve as the confirmation of this lesson.

---

### CONCLUSION

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#### HOMework / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

## **CLOSING STATEMENT**

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

## **INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

---

## **REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.04 (Execute to the Right and Left).

**OBJECTIVES**

By the end of this lesson the cadet shall have executed paces forward and to the rear.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets execute paces forward.**

Time: 15 min

Method: Demonstration and Performance

---

### PACES FORWARD



Paces forward are executed to adjust position forward and should not exceed three paces. When the distance is greater, the squad shall be marched the required distance.

On the command ONE PACE FORWARD MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot forward one half pace, force the weight forward on the left foot, with the right heel raised; and keep the arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- incorrect pace size,
- step off with incorrect foot, and
- arms not held firmly at the sides.

On the command SQUAD—TWO, the cadet shall bend the right knee, straighten it in double time, place the right foot on the ground beside the left; and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle

On the command ONE PACE FORWARD—MARCH, combine the two movements, observing the following timing:

1. one pace, one-two;
2. two paces, one, one-two; and
3. three paces, one, one, one-two.



When taking paces forward:

1. The cadence shall be in quick time.
2. The length of each step shall be one half pace (35 cm).
3. The arms shall be kept still at the sides.
4. When two paces forward are taken, the left foot is brought into the right to assume the position of attention.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' executing paces forward will serve as the confirmation of this TP.

---

### Teaching Point 2

**Explain, demonstrate and have the cadets execute paces to the rear.**

Time: 10 min

Method: Demonstration and Performance

---

### PACES TO THE REAR



Paces to the rear are executed to adjust position back and should not exceed three paces. When the distance is greater, the squad shall be marched the required distance.

On the command ONE PACE STEP BACK MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot to the rear one half pace with the weight forward on the right foot and the left heel raised; and keep their arms still at the sides.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing paces forward.

On the command SQUAD—TWO, the cadet shall bend the right knee, straighten it in double time, place the right foot on the ground beside the left; and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as executing paces forward.

On the command ONE PACE(S) STEP BACK—MARCH, combine the two movements, observing the following timing:

1. one pace, one-two;
2. two paces, one, one-two; and
3. three paces, one, one, one-two.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the lesson.

---

### END OF LESSON CONFIRMATION

---

The cadets' executing paces to the rear will serve as the confirmation of this TP.

---

### CONCLUSION

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### HOMework / READING / PRACTICE

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

**INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

---

**REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS**

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.05 (Execute Paces Forward and to the Rear).

**OBJECTIVES**

By the end of this lesson the cadet shall have executed the movements required for a right dress.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets execute right dress.**

Time: 10 min

Method: Demonstration and Performance

---



**Right Marker.** The individual on the right hand side of the front rank.

### RIGHT DRESS

Dressing of a squad is required to ensure a uniform, organized appearance when in a formed body. The most common movement used to dress a squad is the right dress.

On the command RIGHT DRESS BY NUMBERS, SQUAD—ONE, the right marker stands fast; and the remainder shoots the left foot forward one half pace, bends the right knee and adopts the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- incorrect pace size,
- arms not held straight and firmly to the sides,
- wrong foot moved,
- foot is lifted instead of bending the knee, and
- lower leg and foot hanging at an unnatural angle.

On the command SQUAD—TWO, the right file stands fast and the remainder turn their head and eyes to the right as far as possible without straining. Simultaneously, the front rank, except the right marker, shoots the right arm its full extent behind the shoulder of the cadet on the right. The hand is closed as in the position of attention, back of the hand uppermost and arm parallel to the ground.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



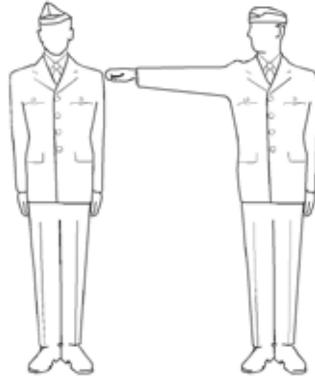
Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arm not parallel to the ground,
- centre or rear rank raise arms,
- body is twisted, and
- looking in the wrong direction.

On the command SQUAD—THREE, the right marker stands fast; and the remainder take up correct alignment, distance and covering by taking short, quick paces until they are in position.

Movement starts with the left foot.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Arm Interval-Right Dress



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arm striking next person, and
- hand slapping the side of the leg.

On the command RIGHT—DRESS, the three movements are combined, observing the standard pause between the movements. The timing is one-two, pause, arms, pause, move.



**Standard Pause:** The standard pause between each movement is two beats in quick time.



When dressing by the left, the same drill is followed except the head and eyes are turned left and the left arm is raised. The left marker stands fast, looks to the front, and those in the file behind adopt the appropriate distance between ranks.



Dressing may be ordered by the centre if more than one squad is on parade in line or mass. The command is INWARD—DRESS, and flanking squads shall dress by their left or right as appropriate.



When a squad is formed with only one person in the blank file, that individual shall dress with the front rank when the squad is advancing and with the rear rank when the squad is retiring. When the squad is moving to a flank, the individual shall dress with the directing flank.



Practice the movement with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Emphasize any movements with which the cadets had difficulty during the TP.

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' executing right dress will serve as the confirmation of this TP.

#### Teaching Point 2

**Explain, demonstrate and have the cadets execute eyes front.**

Time: 5 min

Method: Demonstration and Performance

#### EXECUTE EYES FRONT

On the command EYES—FRONT, the cadets shall snap their head and eyes to the front and cut the right arm to the rear of the individual on the right and to the position of attention without slapping the thigh.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' executing eyes front will serve as the confirmation of this TP.

#### Teaching Point 3

**Explain, demonstrate and have the cadets execute shoulder dressing.**

Time: 5 min

Method: Demonstration and Performance

On the command SHOULDER DRESSING, RIGHT—DRESS, the movements are the same as for right dress, except that the arms are not raised and dressing is taken up without arm's length interval. Enough lateral space is left between the shoulders of each person in the rank to complete any movements that may follow the dressing.



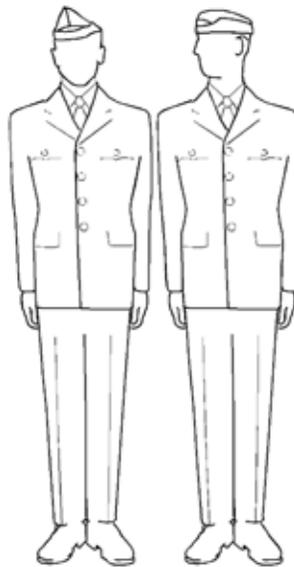
Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as right dress except that the arm is not raised.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Shoulder Dressing

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### CONFIRMATION OF TEACHING POINT 3

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The cadets' executing a shoulder dressing will serve as the confirmation of this TP.

---

#### Teaching Point 4

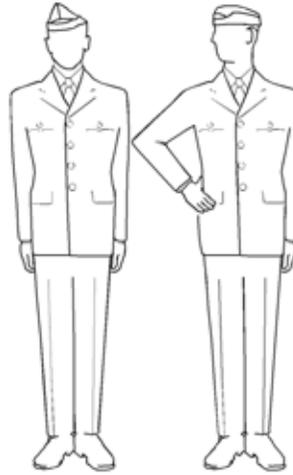
**Explain, demonstrate and have the cadets execute elbow dressing.**

Time: 5 min

Method: Demonstration and Performance

---

On the command ELBOW DRESSING, RIGHT—DRESS, the movements are the same as the right dress except, the right hand is placed on the hip or jacket belt as applicable. The fingers are closed, pointed down and extended forward with thumbs to the rear and the point of the elbow is forced forward and touching the cadet's arm on the right.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-19), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 3 Elbow Dressing



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as dressing at arm's length and also include bending the wrist and hand not on hip.

---

### END OF LESSON CONFIRMATION

---

The cadets' executing movements required for the right dress will serve as the confirmation of this lesson.

---

### CONCLUSION

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#### HOMework / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

## **CLOSING STATEMENT**

Drill develops and reinforces in cadets many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

## **INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.

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## **REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 7**

**EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH**

---

Total Time:

30 min

---

**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.06 (Execute the Movements Required for a Right Dress).

**OBJECTIVES**

By the end of this lesson the cadet shall have executed an open order and close order march.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets execute an open order march.**

Time: 15 min

Method: Demonstration and Performance

---



The standard length of a half pace is 35 cm.

### OPEN ORDER MARCH

When in a formed body, cadets are inspected at the open order. To adopt this formation, cadets are required to execute an open order march.

The cadet shall execute the open order march, to include:

1. the front rank moving forward three half paces;
2. the rear rank stepping back three half paces; and
3. the centre rank standing fast.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-22), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Open Order March in Three Ranks

When formed in two ranks, the front rank stands fast and the rear rank steps back three half paces.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 2-23), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Open Order March in Two Ranks

On the command OPEN ORDER–MARCH, the movements shall be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking paces that are too large while moving forward;
- taking paces that are too small while moving back;
- raising the knee while stepping to the front or to the rear; and
- moving in the centre rank.

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements are counted as ONE, ONE, ONE-TWO.

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' executing an open order march will serve as the confirmation of this TP.

#### Teaching Point 2

**Explain, demonstrate and have the cadets execute a close order march.**

Time: 10 min

Method: Demonstration and Performance

---

#### CLOSE ORDER MARCH

The cadet shall execute the close order march, to include:

1. the front rank stepping back three half paces;
2. the rear rank moving forward three half paces; and
3. the centre rank standing fast.

On the command CLOSE ORDER – MARCH, the movements will be executed as for three check paces forward and to the rear, the final movement being executed by:

1. bending the right knee, straightening it in double time and placing the right foot smartly on the ground by the left; and
2. assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the open order march.

The cadence shall be in quick time, and the arms shall be kept still at the sides.

The timing for the movements are counted as ONE, ONE, ONE-TWO.



When formed in two ranks, the front rank stands fast and the rear rank moves forward three half paces.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

Have the cadets practice as a member of the front, rear and centre ranks.

---

### CONFIRMATION OF TEACHING POINT 2

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The cadets' executing a close order march will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

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The cadets' executing an open order and close order march will serve as the confirmation of this lesson.

---

### CONCLUSION

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#### HOMework / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

#### CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

#### INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

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**REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 8**

**EO M108.08 – MARCH AND HALT IN QUICK TIME**

---

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.07 (Execute an Open Order and Close Order March).

**OBJECTIVES**

By the end of this lesson the cadet shall have marched and halted in quick time.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

**Explain, demonstrate and have the cadets march in quick time.**

Time: 10 min

Method: Demonstration and Performance

---



The standard length of a pace is 75 cm.

### MARCH IN QUICK TIME

Corps / Squadrons march and manoeuvre on foot in quick, slow, and double time. When marching in quick time, the cadence is set at 120 paces per minute.



The quick march can be maintained for long periods of time and is the standard for routine duty.

On the command QUICK MARCH BY NUMBERS, SQUAD—ONE, the cadet shall shoot the left foot forward one half pace, toe up; strike the heel on the ground first and keep the toe pointed directly forward; and simultaneously, swing the right arm straight forward and the left arm straight to the rear, waist high.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking a pace greater than 35 cm (one half pace);
- placing or slapping the left foot flat on the ground instead of striking the heel first; and
- swinging the arms at an incorrect height.

On the command SQUAD—TWO, the cadets shall continue to march with subsequent paces of standard length; bringing the legs forward successively in a straight line; swinging the arms forward successively in a straight line from the shoulder, front to rear, with hands closed as in the position of attention; and maintaining dressing by the directing flank.



The directing flank is the rank or file assigned by the commander as that from which the dressing is to be taken, when formed as a squad.



Practice the movements with:

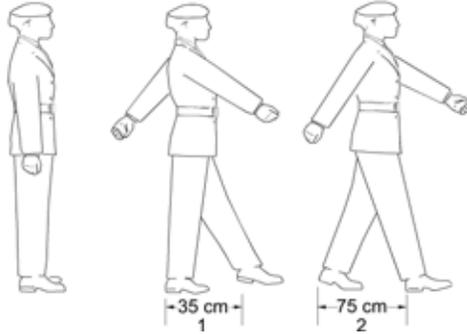
- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as for the initial pace except the pace is greater or less than 75 cm.

On the command QUICK—MARCH, combine the two movements. The timing will be “LEFT—RIGHT—LEFT”



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-6), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Marching in Quick Time

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' marching in quick time will serve as the confirmation of this TP.

#### Teaching Point 2

**Explain, demonstrate and have the cadets halt in quick time.**

Time: 10 min

Method: Demonstration and Performance

#### HALT IN QUICK TIME

On the command HALT BY NUMBERS, SQUAD—ONE, given as the left foot is forward and on the ground, the cadet shall check the forward movement by placing the right foot flat on the ground, use the heel as a brake; and swing the left arm forward and the right arm to the rear.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include taking a pace larger or smaller than 75 cm; and not swinging the arms to the front and rear.

On the command SQUAD—TWO, the cadet shall take a half pace with the left foot, place it flat on the ground; and swing the right arm forward and the left to the rear.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults are the same as the initial pace except taking a pace larger than 35 cm (one half pace).

On the command SQUAD—THREE, the cadet shall bend the right knee, straighten it in double time; and simultaneously, cut the arms to the side and assume the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

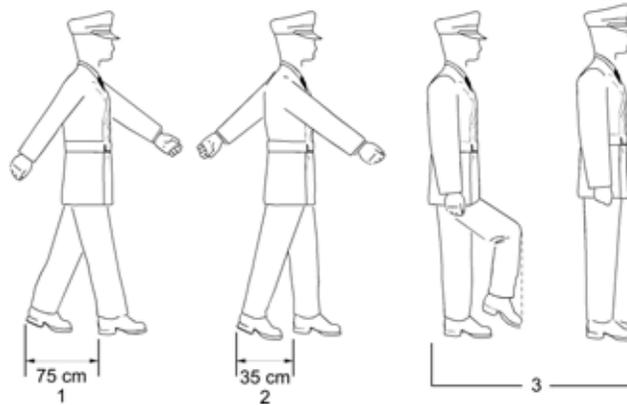
Common faults include not cutting the arms to the side; and not bending the right knee and straightening in double time.

On the command SQUAD—HALT, combine the three movements in quick time. The timing for the movements is counted as ONE, ONE, ONE-TWO.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 3-3), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Halting in Quick Time

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### CONFIRMATION OF TEACHING POINT 2

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The cadets' halting in quick time will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

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The cadets' marching and halting in quick time will serve as the confirmation of this lesson.

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### CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

### INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

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### REFERENCES

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 9**

**EO M108.09 – EXECUTE MARKING TIME, FORWARD AND HALTING IN QUICK TIME**

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.08 (March and Halt in Quick Time).

**OBJECTIVES**

By the end of this lesson the cadet shall have executed marking time, forward and halting in quick time.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

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### Teaching Point 1

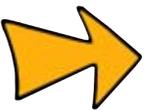
**Explain, demonstrate and have the cadets mark time.**

Time: 10 min

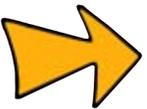
Method: Demonstration and Performance

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### MARK TIME



Marking time is executed when ceasing forward motion for a short period of time, while on the march. Marking time is carried out at the same cadence as for marching. Only the legs are moved and the upper portion of the body remains in the position of attention with arms at the side.



The command for mark time is given as the right foot is forward on the ground.

On the command MARK TIME BY NUMBERS, SQUAD—ONE, the cadet shall take a half pace with the left foot, placing the foot flat on the ground naturally. Maintaining the same cadence, bring the right foot into the left in a straight leg manner, not scraping the ground; and simultaneously, cut the arms to the sides and assuming the position of attention.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- taking a pace larger than 35 cm (one half pace); and
- scraping the right foot on the ground as it is being brought into the left.

On the command SQUAD—TWO the cadet shall bend the left knee so that the lower leg and foot are allowed to hang at a natural angle and the toe is 15 cm above the ground; place the toe on the ground before the heel as the leg is lowered; and continuing to mark time until the command FOR—WARD or HALT is given.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

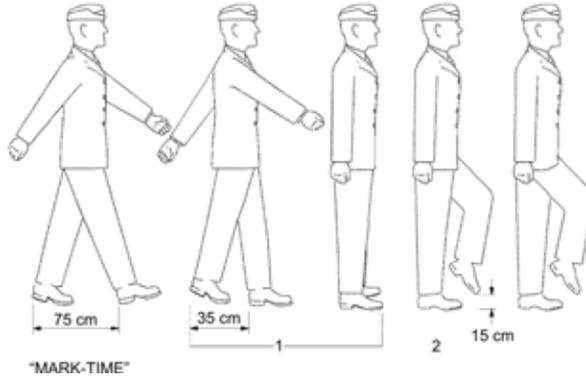
- not holding the arms straight and firmly to the sides;
- swaying side to side;
- quickening the pace; and
- not maintaining dressing.

On the command MARK – TIME, combine the two movements. The timing is “left—in—left—right—left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-16), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Marking Time in Quick Time

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' marking time will serve as the confirmation of this TP.

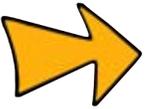
#### Teaching Point 2

**Explain, demonstrate and have the cadets execute forward from marking time.**

Time: 10 min

Method: Demonstration and Performance

#### FORWARD FROM MARKING TIME



The command for Forward is given as the left foot is on the ground.

This movement is not taught broken down as it is best learned as a complete movement.

On the command FOR—WARD, the cadet shall straighten the right leg and assume the position of attention; shoot the left foot forward in a half pace; and continue to march in quick time, swinging the right arm forward and the left to the rear.

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include:

- arms not held straight and firmly to the sides;
- not stepping off with the rest of the squad;
- stepping off on the wrong foot; and
- initial pace larger than one half pace.

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' executing forward from marking time will serve as the confirmation of this TP.

#### Teaching Point 3

**Explain, demonstrate and have the cadets execute halting in quick time from marking time.**

Time: 5 min

Method: Demonstration and Performance

#### HALTING IN QUICK TIME FROM MARKING TIME



The command is given as the left foot is on the ground.

This movement is not taught broken down as it is best learned as a complete movement.

On the command SQUAD – HALT, the cadet shall

1. take a further mark time pace with the right foot;
2. take a further mark time pace with the left foot; and
3. straighten the right leg in double time and assume the position of attention.

The timing is “one, one-two”.

On the command MARK – TIME, combine the two movements. Utilize the timing: “left – in – left – right – left”.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include not halting at the same time as the rest of the squad.

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### END OF LESSON CONFIRMATION

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The cadets' executing marking time, forward and halting in quick time will serve as the confirmation of this lesson.

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### CONCLUSION

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#### HOMEWORK / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

#### CLOSING STATEMENT

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

#### INSTRUCTOR NOTES / REMARKS

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

---

### REFERENCES

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A0-002 A-PH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.



**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 10**

**EO M108.10 – EXECUTE A SALUTE ON THE MARCH**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.02 (Execute a Salute at the Halt Without Arms).

**OBJECTIVES**

By the end of this lesson the cadet shall have saluted on the march.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

### Execute saluting on the march.

Time: 15 min

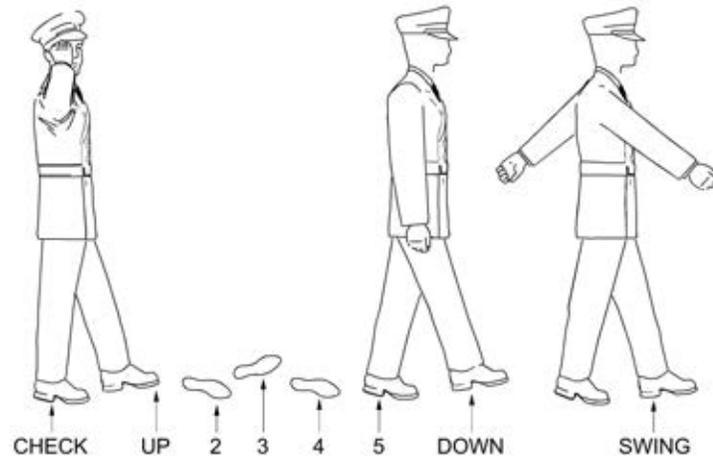
Method: Demonstration and Performance

---

### EXECUTE SALUTING ON THE MARCH



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.



A-PD-201-000/PT-000 The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 1 Saluting on the March

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, given as the left foot is forward and on the ground, the cadet shall execute the first number by completing the next pace with the right foot; and swinging the left arm forward and the right arm to the rear normally.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

On the command SQUAD – TWO the cadet shall execute the second number by completing the next pace with the left foot, cutting the left arm to the side; and cutting the right arm forward to the side and then up into the salute in one continuous movement.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command SQUAD – THREE, the cadet shall complete four paces in quick time, ending with the left foot forward.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command SQUAD – FOUR, the cadet shall complete a pace with the right foot; and cut the right arm to the side.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command SQUAD – FIVE, the cadet shall continue to march.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing is check – up – two – three – four – five – down – swing”, is utilized.

The instructor(s) shall provide a full demonstration and allow time for practice.

---

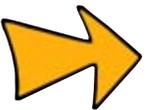
## Teaching Point 2

## Practice saluting on the march.

Time: 10 min

Method: Demonstration and Performance

---



While saluting, the head is turned right (left) as far as possible without straining.

On the command TO THE RIGHT (LEFT) – SALUTE, the movements are combined, and the timing, CHECK – UP – TWO – THREE – FOUR – FIVE – DOWN – SWING, is utilized.



Note: This movement requires much practice as a formed body, and the instructor is encouraged to fully utilize this time for said practice.

---

**CONFIRMATION OF TEACHING POINT 2**

---

The cadets' practicing a salute on the march will serve as the confirmation of this TP.

---

**END OF LESSON CONFIRMATION**

---

The cadets' practicing a salute on the march will serve as the confirmation of this TP.

---

**CONCLUSION**

---

**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

**INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

---

**REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 11**

**EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH**

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.10 (Execute A Salute on the March).

**OBJECTIVES**

By the end of this lesson the cadet shall have paid compliments with a squad on the march.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.



Develop and use a vocabulary of short, concise words to impress on the cadets that the movements must be performed smartly. For example, the words "crack", "drive", "seize" and "grasp" suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

Proper drill movements shall be combined with a professional demeanour throughout this lesson.



This lesson is broken down into movements. Explain, demonstrate and allow time for the cadets to practice, in a variety of positions.



Capitalization indicates the words of command for each movement.

Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### Teaching Point 1

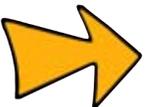
**Explain, demonstrate and have the cadets execute eyes right (left) to pay compliments with a squad on the march.**

Time: 15 min

Method: Demonstration and Performance

---

### EYES RIGHT (LEFT) WITH A SQUAD ON THE MARCH



While marching as a member of a squad, do not salute from within the ranks, but turn the head in the direction of the person or object to which compliments are being paid.



The command for paying compliments with a squad on the march is given as the left foot is forward and on the ground.

On the command EYES—RIGHT (LEFT), the cadets shall

1. complete the next pace forward with the right foot;
2. as the left foot comes forward again and strikes the ground, turn the head and eyes to the right (left) as far as possible without straining and look directly into the eyes of the personage being saluted;
3. continue to swing the arms; and
4. maintain dressing, direction, and cadence, while continuing to march.



The leading person on the directing flank shall maintain head and eyes to the front to keep direction.



The person in command of the squad shall salute.

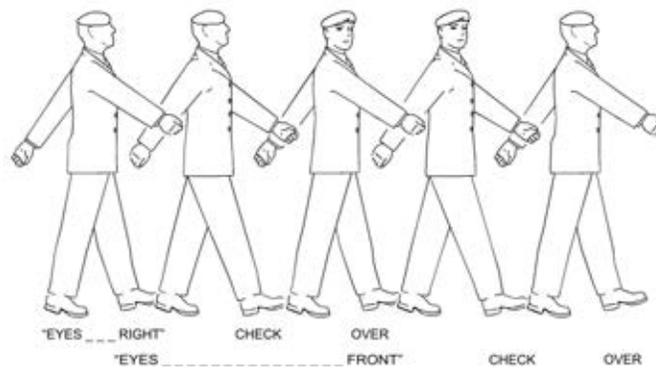


Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Common faults include turning the head and eyes immediately rather than turning the head and eyes after the completion of the next pace forward.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 3-25), by Director of History and Heritage 3-2, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Eyes Right on the March

---

### CONFIRMATION OF TEACHING POINT 1

---

The cadets' executing an eyes right (left) to pay compliments on the march will serve as the confirmation of this TP.

---

#### Teaching Point 2

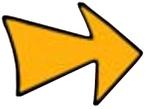
**Explain, demonstrate and have the cadets execute eyes front to pay compliments with a squad on the march.**

Time: 10 min

Method: Demonstration and Performance

---

#### EYES FRONT WITH A SQUAD ON THE MARCH



The command for paying compliments with a squad on the march is given as the left foot is forward and on the ground.

On the command EYES—FRONT, the cadet shall complete the next pace forward with the right foot; and as the left foot comes forward and strikes the ground, cut the head and eyes smartly to the front.



Practice the movements with:

- the **instructor** calling the time;
- the **squad** calling the time; and
- the squad **judging** the time.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

Common faults include turning the head and eyes immediately rather than turning the head and eyes after the completion of the next pace forward

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' executing an eyes front to pay compliments on the march will serve as the confirmation of this TP.

---

#### END OF LESSON CONFIRMATION

---

The cadets' executing a salute on the march will serve as the confirmation of this lesson.

---

#### CONCLUSION

---

#### HOMEWORK / READING / PRACTICE

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill develops many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

**INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

---

**REFERENCES**

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING  
PHASE ONE  
INSTRUCTIONAL GUIDE**



**SECTION 12**

**EO M108.12 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW**

---

Total Time:

90 min

---

**THERE IS NO INSTRUCTIONAL GUIDE FOR THIS EO.**

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**COMMON TRAINING  
PHASE ONE  
INSTRUCTIONAL GUIDE**



**SECTION 13**

**EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS**

---

Total Time:

180 min

---

**NO INSTRUCTIONAL GUIDE IS PROVIDED FOR THIS EO.**

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 14**

**EO C108.02 – PARTICIPATE IN A DRILL COMPETITION**

---

Total Time:

90 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in a drill competition.

---

**INTRODUCTION**

---

**REVIEW**

Review the drill movements from EO M108.01 to EM108.11.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a drill competition.

**IMPORTANCE**

It is important for cadets to be able to perform drill movements at a competent level, developing sharpness, esprit-de-corps, physical coordination and alertness. These movements should be executed with ease ensuring that the cadets efficiently moving together as one will promote discipline, alertness, precision, pride, steadiness and cohesion.

---

## ACTIVITY

---

Time: 90 min

---

### OBJECTIVE

The objective of this activity is to have the cadets participate in a drill competition.

### RESOURCES

- Tables,
- Chairs,
- Masking Tape,
- Stop Watch,
- Portable hand counters (clickers),
- Drill sequence,
- Pens,
- Parade markers, and
- Judges.

### ACTIVITY LAYOUT

Set up the drill hall or outdoor parade square with tables and chairs. The drill area will be marked off, to include a restricted-access area large enough to accommodate execution of the marching and wheeling components of the competition with a judge's table placed mid-point along one of the sides of the drill area.

### ACTIVITY INSTRUCTIONS

1. Divide the phase one cadets into squads not to exceed 10 cadets.
2. Appoint a team captain (Drill Team Commander), at a minimum, a phase three cadet in training to direct the team through the drill sequence.
3. Provide each team time to practice as a squad prior to competing. During this practice, the team captain will review all rehearsed movements from PO 108.
4. Have the drill team commander lead the drill team through the entire drill sequence.
5. Without assistance, acting as a drill team in a competition environment, the division will follow commands and be marked on its performance of the specified drill sequence. Cadets will respectfully observe the performance of other drill teams whenever they are not performing.
6. Marking will be performed by the judges using the marking guide located at Attachment C and the marking sheet located at Attachment D. When numerous divisions are competing, it is necessary to maximize the use of time. As the divisions rotate through the competition, divisions waiting to perform or those that have already performed can be scheduled for other concurrent activities (eg, while one division is waiting to perform another one is undergoing uniform inspections).

### SAFETY

Nil.



Capitalization indicates the words of command for each movement.  
Cadence is to be maintained when completing movements.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.



Assistant instructors may be required for this lesson.

---

### END OF LESSON CONFIRMATION

---

The cadets' participation in a drill competition will serve as confirmation of this lesson.

---

### CONCLUSION

---

#### **HOMEWORK / READING / PRACTICE**

Nil.

#### **METHOD OF EVALUATION**

Nil.

#### **CLOSING STATEMENT**

Drill helps a cadet develop many qualities such as patience and determination through self-discipline and practice. Drill requires that cadets move together as one, which promotes discipline, alertness, precision, pride, steadiness and cohesion, and helps develop teamwork.

#### **INSTRUCTOR NOTES / REMARKS**

It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades.

---

### REFERENCES

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A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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## **GUIDELINES FOR THE CONDUCT OF A YEAR ONE DRILL COMPETITION**

### **OFFICIALS**

1. Officials shall be as follows:
  - a. Chief Judge – responsible for:
    - (1) Judging and marking the Team Captain;
    - (2) Awarding penalties; and
    - (3) Interpretation of rules; and
  - b. Drill Judge(s) – responsible for judging and marking the performance of the team during the drill sequence.

### **DRESS**

2. Dress for the competition will be at the discretion of the corps TrgO and IAW CATO 35-01. Uniform C-1 is encouraged, though weather conditions at the time of the competition will be the determining factor.

### **DRILL SEQUENCE**

3. When called to compete, the team (accompanied and directed by the team captain) will march on, with the right marker at the designated point opposite the judges table, dressed at the close order. When the Drill Team Commander reports for inspection, the judging will begin approach the Chief Judge, report the name of the team, and request permission to carry on with the competition.
4. On receiving permission from the Chief Judge, the team captain will then direct the team through the drill movements IAW Attachment B. The squad will be returned to its original position following the completion of the movements. The DTC will then report to the Chief Judge, and request permission to march off.

### **TIMING**

5. A maximum of 15 minutes is allowed for each competing team. The timing will commence immediately following the team captain being granted permission to proceed and will terminate when the team captain reports to the Chief Judge upon completion of the drill sequence.

### **DRILL AUTHORITY**

6. All drill movements will be carried out IAW A0-002 A-DH-201-000/PT-001 *Canadian Forces Manual of Drill and Ceremonial*.

### **MARKING**

7. Marking will be performed by the judges using the marking guide located at Attachment C and the marking sheet located at Attachment D. One point will be deducted for each individual fault or infraction to a maximum of 80 point deductions. A maximum of five points will be deducted for a single movement (eg, if a whole team performs a movement incorrectly, a total of five points will be deducted).

### **PENALTIES**

8. Penalties will be deducted for specific infractions. Additional points will not be deducted for an infraction for which a penalty is awarded.

9. The following penalties will be awarded for infractions and will be deducted from the drill score by the Chief Judge:
- a. Omission of a drill movement 5 points.
  - b. Drill movement performed out of sequence 1 point.
  - c. Late when called to compete 2 points.
  - d. Exceeding maximum time allowance for sequence 2 points.

**INTERPRETATION OF RULES**

10. In any situation where no equitable solution can be found in the rules, the Chief Judge will be empowered to make a ruling, which is binding to all participants.

## **DRILL SEQUENCE**

### **STANDING DRILL**

1. Stand Easy
2. Stand at Ease
3. Attention
4. To the Front Salute
5. Left Turn
6. Right Turn
7. About Turn
8. Right Incline
9. About Turn
10. Open Order March
11. Right Dress
12. Eyes Front
13. Close Order March
14. Right Turn

### **MARCHING DRILL**

1. Quick March
2. Mark Time
3. Forward
4. Mark Time
5. Halt
6. Quick March
7. Left Wheel
8. Left Wheel
9. Salute to the Right on the March
10. Left Wheel
11. Right Wheel
12. Right Wheel
13. Right Wheel
14. Mark Time
15. Halt

**STANDING DRILL**

1. Left Turn
2. Right Dress
3. Eyes Front

## DRILL COMPETITION MARKING GUIDE

### INSPECTION

The inspection will be marked out of five possible points, based on CATO 35-01 Royal Canadian Sea Cadet Dress Instructions, to include:

1. seaman's cap,
2. hair,
3. female hair,
4. overall appearance,
5. trousers,
6. gunshirt, and
7. boots.

**Reporting.** DTC reports to the judges confidently and in the correct manner.

**Words of command.** The words of command should be correct, called on the correct foot and with the correct interval of timings. They should be clear and loud enough for the entire team to hear and obey.

**Ability to control.** The ability to command, control and give proper orders to the team carrying out drill movements.

### COMPULSORY SEQUENCE

All standing and marching drill for the compulsory sequence will be marked out of a total of five points. One point will be deducted for errors in each of the following areas:

**Body drive.** The amount of effort put into the movements.

**Correctness of movement.** This includes immediate and correct response to the command with the standard pause (two beats of quick time) observed where necessary.

**Correct dressing.** The alignment of ranks and flanks at the halt and on the march.

**Steadiness.** No excess movements during any portion of the drill sequence, including fidgeting, fixing the uniform, etc.

**Precision.** Movements are carried out in unison.

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DRILL COMPETITION MARKING SHEET

Team: \_\_\_\_\_ Date: \_\_\_\_\_

DTC: \_\_\_\_\_

<b>Inspection - Maximum 30 Points</b>			
1.	Cap		/5
2.	Hair		/5
3.	Appearance		/5
4.	Trousers		/5
5.	Gunshirt		/5
6.	Boots		/5
<b>Sub-total</b>			<b>/30</b>
<b>DTC - Maximum 40 Points</b>			
1.	Reporting		/10
2.	Words of Command		/20
3.	Ability to Control		/10
<b>Sub-total</b>			<b>/40</b>
<b>Drill Movements - Maximum Points</b>			
<b>Standing Drill</b>			
1.	Stand Easy		/5
2.	Stand at Ease		/5
3.	Attention		/5
4.	To the Front Salute		/5
5.	Left Turn		/5
6.	Right Turn		/5
7.	About Turn		/5
8.	Right Incline		/5
9.	About Turn		/5
10.	Open Order March		/5
11.	Right Dress		/5
12.	Eyes Front		/5
13.	Close Order March		/5
14.	Right Turn		/5
<b>Marching Drill</b>			
1.	Quick March		/5
2.	Mark Time		/5
3.	Forward		/5
4.	Mark Time		/5
5.	Halt		/5
6.	Quick March		/5
7.	Left Wheel		/5
8.	Left Wheel		/5
9.	Salute to the Right on the March		/5
10.	Left Wheel		/5
11.	Right Wheel		/5
12.	Right Wheel		/5
13.	Right Wheel		/5
14.	Mark Time		/5

15.	Halt		/5
	<b>Standing Drill</b>		
1.	Left Turn		/5
2.	Right Dress		/5
3.	Eyes Front		/5
		<b>Sub-total</b>	/
		<b>Sub-total</b>	/
<b>Comments</b>			
<b>Penalties</b>			
		<b>Penalty Sub-total</b>	
		Inspection	/
		DTC	/
		Compulsory	/
		Less Total Penalties	
		<b>Grand Total</b>	/
Name of Judge:			
Date:		Signature of Judge:	

**CHAPTER 9**

**PO 111 – PARTICIPATE IN RECREATIONAL SUMMER BIATHLON ACTIVITIES**





**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO C111.01 – PARTICIPATE IN A BIATHLON BRIEFING**

---

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Confirm the number of zones within your region.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to introduce biathlon and provide an overview of the sport.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson, the cadet shall have participated in a biathlon briefing.

**IMPORTANCE**

It is important for cadets to participate in a biathlon briefing because it introduces the history and components of biathlon, as well as assists in preparing for a biathlon event.

---

**Teaching Point 1****Introduce biathlon.**

Time: 10 min

Method: Interactive Lecture

---

**THE SPORT OF BIATHLON**

Traditionally, biathlon consists of two activities—small bore marksmanship and free technique cross country skiing. There are other forms of biathlon competition—these competitions must include an cardiovascular activity and a marksmanship component. The marksmanship component of biathlon demands fine motor control, great stability and precision. Traditionally a .22 cal small bore rifle is used. The combination of these two very contradictory activities makes the sport of biathlon.

Biathlon is considered a life sport. The first recorded biathlon competition took place near the Swedish / Norwegian border in 1767, between companies of border guards from the two countries. Biathlon continued to develop through hunting and warfare until it was introduced as a demonstration sport at the winter Olympics in Charmoix, France in 1924. It was not until 1960 in Squaw Valley, California and a change to small bore that biathlon became a fully-sanctioned Olympic event for men. In 1992 in Albertville, France, it became an Olympic event for women as well.



Cave drawings found in Norway, depicting Nordic skiing and the carrying of a weapon, date Biathlon back more than 5,000 years.

**TYPES OF RACES**

There are six different types of races used in biathlon competitions in the CCM.

**INDIVIDUAL**

An individual race consists of a single competitor start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. An individual race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing; and
8. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A time penalty of 40 seconds for every missed target is added to the competitor's final time.

**SPRINT**

A sprint race consists of a single competitor or group start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A sprint race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing and
6. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

**MASS**

A mass race consists of a simultaneous start. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A mass race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;
3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing;
8. fire five rounds;
9. skiing and
10. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

**PURSUIT**

A pursuit race consists of a single competitor start on random draw or results from a previous event during the same championship. It is a race of varying distances based on age, gender, weather, and the geographical constraints of the course location. A pursuit race consists of sequential bouts of skiing and firing, which may include:

1. skiing;
2. firing five rounds;

3. skiing;
4. firing five rounds;
5. skiing;
6. firing five rounds;
7. skiing;
8. firing five rounds;
9. skiing; and
10. crossing the finish line.

The race is over when the last competitor crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

### **RELAY**

A relay race consists of a simultaneous start. It is a race of varying distances, based on age, gender, weather, and the geographical constraints of the course location. A relay race consists of sequential bouts of skiing and firing for each relay team member, which may include:

1. skiing;
2. firing five rounds (three spare);
3. skiing;
4. firing five rounds (three spare);
5. skiing;
6. tagging / touching either the torso, arms, hands, legs, feet, head or the rifle of the outgoing member of the team in the relay handover zone; and
7. the last skier completing the above sequence with no tagging / touching. They end the race by crossing the finish line.

The race is over when the last competitor of the last team crosses the finish line.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

### **PATROL**

A patrol race consists of a simultaneous start of a firing bout on the range. It is a race of varying distances, based on age, gender, weather, and the geographical constraints of the course location. The team must ski together with a distance of no further than 30 m apart from the first to the last skier. This distance is measured when they enter the range and cross the finish line. It may also be measured while on a skiing bout. Members of the patrol must carry patrol equipment in a pack. The equipment will vary, but usually consists of four to six wool blankets. The blankets are carried in packs and the division of the blankets is left to the discretion of the team. A patrol race consists of sequential bouts of skiing and firing, which may include:

1. firing up to 20 rounds;
2. skiing;
3. firing up to 20 rounds;

4. skiing;
5. firing up to 20 rounds;
6. skiing;
7. firing unlimited rounds; and finishing when the last paddle on the target indicates a hit.

A penalty of skiing one loop for every missed target is added to the competitor's final time.

#### **Special rules for a patrol race**

- Each competitor must fire at least twice.
- Teams cannot leave the range until all targets are hit or all 20 rounds are expended.
- Crossfiring is authorized as per rule 1.9.2. from *Biathlon Canada Handbook*. When a member of a team has hit all five of their targets they may fire at their team member's target. This can only occur after crossfire is called and the competitor who will not be firing unloads their rifle and places it on the mat.
- Five minutes will be added to the team's final time if two competitors fire on the same target at the same time.
- Each team must stay together as a group as per rule 1.9.3. from *Biathlon Canada Handbook*.
- Only during a patrol race may the rifle be supported by the pack on the firing line.
- A patrol member must be wearing or carrying their pack when crossing the finish line or entering the range.
- A patrol member must finish with their pack.

#### **End of Patrol**

There is a time limit on the patrol race. At the 45-minute mark, the range is closed to incoming teams and penalties are added to the team's final time. For each ski bout not completed by the team, a 15 minute time will be added to their final time.

#### **FINAL RESULTS FOR ALL TYPES OF RACES**

Results are based on ski time(s) combined with any time credits or penalties assessed to produce a final time. First place is awarded to the team with the lowest time.

---

### **CONFIRMATION OF TEACHING POINT 1**

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#### **QUESTIONS:**

- Q1. What two activities make up the sport of biathlon?
- Q2. What are the six types of biathlon races used in biathlon competitions in the CCM?
- Q3. In what race is crossfiring allowed?

#### **ANTICIPATED ANSWERS:**

- A1. A marksmanship and an cardiovascular activity.
- A2. Individual, sprint, mass, pursuit, relay, and patrol races.
- A3. Only in the patrol race IAW rule 1.9.3. from the *Biathlon Canada Handbook*.

---

**Teaching Point 2****Describe competitive events in the CCM.**

Time: 15 min

Method: Interactive Lecture

---

**LOCAL CORPS (STAGE 1)**

At stage one the corps Commanding Officer (CO) is the Officer of Primary Interest (OPI) and will recommend who will participate in the zone competition based on the corps' biathlon program. If no biathlon program is in place at the corps, cadets may still compete at the CO's discretion. Biathlon teams consist of three competitors of the same gender, one of which must be a junior (have not reached the 15<sup>th</sup> birthday on or before 15 March of the training year).

**ZONE (STAGE 2)**

At stage two cadets will compete in a zone competition with corps in the same geographical area. Corps that cannot participate in a zone competition due to geographic limitations may conduct a local competition and mail in the results to the Zone / Regional Biathlon Coordinator who is the OPI for this stage. The regional biathlon coordinator is responsible for posting the names of the competitors who will advance to the provincial / territorial competition, based on the competitor's results, and the region's total allowable competitors.

**PROVINCIAL / TERRITORIAL (STAGE 3)**

At stage three the number of competitors in each category will depend on the number of zones in the region, and are decided by the Regional Biathlon Coordinator who is the OPI for this stage. These categories are female team, female composite team, male team, and male composite team. Composite teams are composed of top individual competitors in a zone, who are not necessarily from the same corps. Corps teams are selected based on the aggregate score of the fastest three competitors from the corps. Individual members of corps teams do not need to be declared until after the final race results are posted.

**NATIONAL (STAGE 4)**

Stage four in the selection process is based on the number of teams permitted to compete per region. The OPI for this stage is the National Biathlon Coordinator. Corps teams must contain the fastest junior and fastest senior competitor, plus the next fastest skier from the same corps based on their final time from the qualifying race.

Composite teams are selected based on final race times, from the remaining competitors who are not already selected for a corps team. Each composite team will consist of the next fastest senior competitor, next fastest junior competitor, and the next fastest competitor.



Discuss regional team allowances (located at Figure 1).

Teams	Atlantic				Eastern	Central	Prairie			Pacific	Northern
	NF	NS	NB	PEI	QC	ON	MB	SK	AB	BC	
Female Team	1	1	1	1	1	1	1	1	1	1	
Female Composite Team	1	1	1	1	2	2	1	1	1	1	1
Male Team	1	1	1	1	1	1	1	1	1	1	
Male Composite Team	1	1	1	1	2	2	1	1	1	1	1

*Note. Created by D Cdts 4, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Regional Disbursement of Teams

---

### CONFIRMATION OF TEACHING POINT 2

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#### QUESTIONS:

- Q1. What is the minimum number of junior competitors per team?
- Q2. How many levels of competitions are there in the CCM?
- Q3. How is the composite team selected?

#### ANTICIPATED ANSWERS:

- A1. There is a minimum of one junior competitor per team.
- A2. There are four levels of competition:
- corps,
  - zone,
  - provincial / territorial, and
  - national.
- A3. Composite teams are selected based on final race times, from the remaining competitors who are not already selected for a corps team. Each composite team will consist of the next fastest senior competitor, next fastest junior competitor, and the next fastest competitor.

---

### END OF LESSON CONFIRMATION

---

The cadets' participation in the biathlon briefing will serve as the confirmation of this lesson.

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### CONCLUSION

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#### HOMework / READING / PRACTICE

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Biathlon is a challenging and exciting individual and team sport that is challenging, exciting and promotes physical fitness, which is one of the aims of the cadet program.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**COMMON TRAINING  
GREEN STAR  
INSTRUCTIONAL GUIDE**



**SECTION 2  
EO C111.02 – RUN WIND SPRINTS**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Ensure a first aid station is set up during the practical activities.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TPs 1 and 2 to introduce cadets to the methods of preparing for a biathlon activity and running techniques.

A practical activity was chosen for TPs 3–5 as it is an interactive way to introduce the cadets to running skills in a safe and controlled environment. This activity contributes to the development of running skills and knowledge in a fun and challenging setting.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to have run wind sprints.

**IMPORTANCE**

It is important for cadets to run wind sprints because it is a method of increasing endurance, which will be useful when participating in summer biathlon activities.

**Teaching Point 1****Explain how to prepare for summer biathlon activities.**

Time: 5 min

Method: Interactive Lecture

**CLOTHING**

Clothing worn while running is important for keeping the body temperature regulated as well as providing freedom of movement. Layering clothing is important because it maintains body heat and ensures comfort while outdoors.



Show examples of the clothing used for the different layers as they are described.

**The Base / Core Layer**

The layer next to the skin is called the base layer. It may consist of a synthetic undershirt that is close fitting but not tight. It should be made of a material that will absorb perspiration and move it away from the skin, such as polyester.



Damp clothes draw heat from the body, even in conditions above freezing. This rapid heat loss can cause a dangerous drop in body temperature.

**The Mid-Layer**

The second layer, called the mid-layer, provides insulation and moves moisture away from the base layer. This layer should be snug, but not constricting. It may consist of a zip-up shirt with a high neck or a shirt with a collar. In hot weather, this layer may be used as an outside layer.

**The Outer Layer**

The final layer, called the outer layer, provides protection from the elements. It should allow air to circulate and excess moisture to escape. It may consist of a wind shell or a waterproof rain jacket.

It is easier to stay warm rather than trying to warm up after getting cold. Additional insulating layers may be required to keep warm when sitting still in cold temperatures. Most of the heat from a person's body is lost through the head and face. It is always best to wear something on the head regardless of the weather conditions. In the summer, a hat protects the head from the sun and provides shade, while in the winter, a hat helps stop the heat from escaping.

**FOOTWEAR**

Running shoes should fit comfortably when laced up. Always wear clean, dry socks when wearing running shoes.

**HYDRATION**

The body is made up of over 60 percent water therefore hydration is crucial, particularly when participating in physical activity. The body continuously loses water through breathing, sweating, and urinating. It is recommended that water be drunk approximately two hours before exercise, often during exercise, and after exercise. Sports drinks are an alternative to water for those who run more than 4 km at one time, or who participate in more than an hour of moderate physical activity.

## NUTRITION

It is important to follow the guidelines for healthy eating outlined in *Canada's Food Guide*, particularly for those who are physically active. Meals should be eaten at least 30 minutes prior to physical activity to allow time for the food to digest.

---

### CONFIRMATION OF TEACHING POINT 1

---

#### QUESTIONS:

- Q1. Why is it important to layer your clothing?
- Q2. What percentage of the body is made up of water?
- Q3. Where can the guidelines for healthy eating be found?

#### ANTICIPATED ANSWERS:

- A1. It is important to layer clothing to maintain body heat and ensure comfort while outdoors.
- A2. Over 60 percent of the body is made up of water.
- A3. They can be found in *Canada's Food Guide*.

---

#### Teaching Point 2

#### Describe running techniques.

Time: 5 min

Method: Interactive Lecture

---

#### PACING

Pacing is the speed that should be run in order to cover the distance. It is essential to every runner and is important for maintaining energy and endurance. Individuals should pace themselves based on the signs felt from the body and the environmental conditions. An individual who cannot speak as they are running is considered to be running too fast or too long. This will prevent an individual from being able to run as long as runners who pace themselves accordingly.

In the beginning, the pace should be the anticipated average speed for the run. The pace may be increased at the halfway point, if this pace can be maintained for the remainder of the run. Towards the end of the run, energy should be gauged to determine if speed could be increased for the final portion of the run.



A good method for determining a comfortable pace is to use the "talk test". A runner should be able to talk comfortably while running, if not, the pace should be adjusted.

#### POSTURE / BODY ALIGNMENT

Having proper posture / body alignment can make running easier on the body and can increase an individual's performance. Basic techniques for posture / body alignment include keeping the hands at waist level to prevent tension in the arms and shoulders; remaining straight and erect, with head up, back straight, and shoulders level, to prevent shin splints and lower-back pain; and landing softly on the feet to avoid bouncing and to prevent wasting energy and to prevent injuries to the feet and legs.

#### WIND SPRINTS

Wind sprints are short bursts of high intensity movement conducted during regular aerobic activity, meant to make a person momentarily winded. For optimal benefits, physical activity must be continued after the wind

sprint is completed. Wind sprints can be conducted during any type of aerobic activity (eg, running, cycling, or swimming). Regular training with wind sprints may increase overall athletic performance.

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS:

- Q1. Why is pacing important for running?
- Q2. What is a good method of determining a comfortable pace for running?
- Q3. Describe one technique for posture / body alignment while running.

### ANTICIPATED ANSWERS:

- A1. Pacing is important for runners to maintain energy and endurance.
- A2. The talk test is a good method of determining a comfortable pace for running.
- A3. Basic techniques for posture / body alignment include:
- keeping the hands at waist level, to prevent tension in the arms and shoulders;
  - remaining straight and erect, with head up, back straight, and shoulders level, to prevent shin splints and lower-back pain; and
  - landing softly on the feet to avoid bouncing and to prevent wasting energy and to prevent injuries to the feet and legs.

---

### Teaching Point 3

**Conduct a warm-up activity consisting of light cardiovascular exercises.**

Time: 5 min

Method: Practical Activity

---



The following information will be explained to the cadets during the warm-up activity.

### PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

## GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the sports activity.

---

## ACTIVITY

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### OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

### RESOURCES

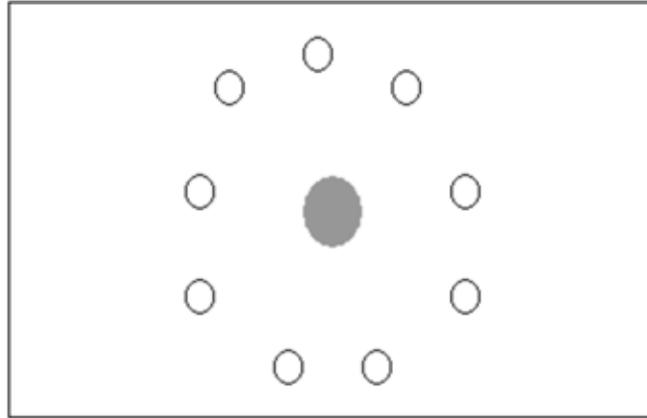
Nil.

### ACTIVITY LAYOUT

Nil.

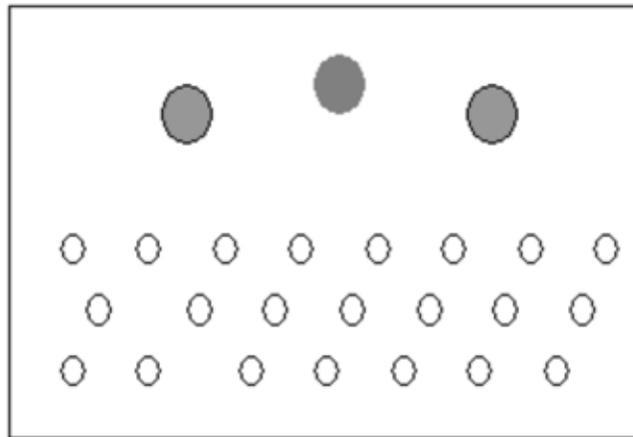
### ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).



*Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Instructor in the Centre of a Warm-Up Circle



*Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Instructor at the Front with Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular activities should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at Attachment A.

## SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

---

**CONFIRMATION OF TEACHING POINT 3**

---

The cadets' participation in the warm-up will serve as the confirmation of this TP.

**Teaching Point 4****Supervise while the cadets run wind sprints.**

Time: 5 min

Method: Practical Activity

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to have the cadets practice running short wind sprints.

**RESOURCES**

- Area with level terrain that is large enough to conduct a run, and
- A whistle.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

- Have the cadets run at a comfortable pace.
- During the run, have the cadets complete a minimum of two wind sprints. To do a wind sprint:
  - give the cadets a warning before they start the wind sprint;
  - sound the start;
  - have the cadets run as fast as they can for approximately 30 seconds;
  - sound the finish of the sprint; and
  - instruct the cadets to return to their normal pace.

**SAFETY**

- Ensure a designated first aider and first aid kit are available.
  - Ensure water is available for the cadets after they complete the run.
- 

**CONFIRMATION OF TEACHING POINT 4**

---

The cadets' participation in running wind sprints will serve as the confirmation of this TP.

---

**Teaching Point 5**

**Conduct a cool-down session composed of light cardiovascular exercises.**

Time: 5 min

Method: Practical Activity

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The following information will be explained to the cadets during the cool-down activity.

**PURPOSE OF A COOL-DOWN**

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2 of TP 3).
- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.

**SAFETY**

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 3.

---

**CONFIRMATION OF TEACHING POINT 5**


---

The cadets' participation in the cool-down will serve as the confirmation of this TP.

---

**END OF LESSON CONFIRMATION**


---

The cadets' participation in running wind sprints will serve as the confirmation of this lesson.

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**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Wind sprints are a fun and challenging activity that may increase the overall athletic performance of an individual, which will be valuable when participating in summer biathlon activities.

**INSTRUCTOR NOTES / REMARKS**

Pictures of the clothing, hydration, and nutrition choices may be used in place of the actual items, if these items are not available.

---

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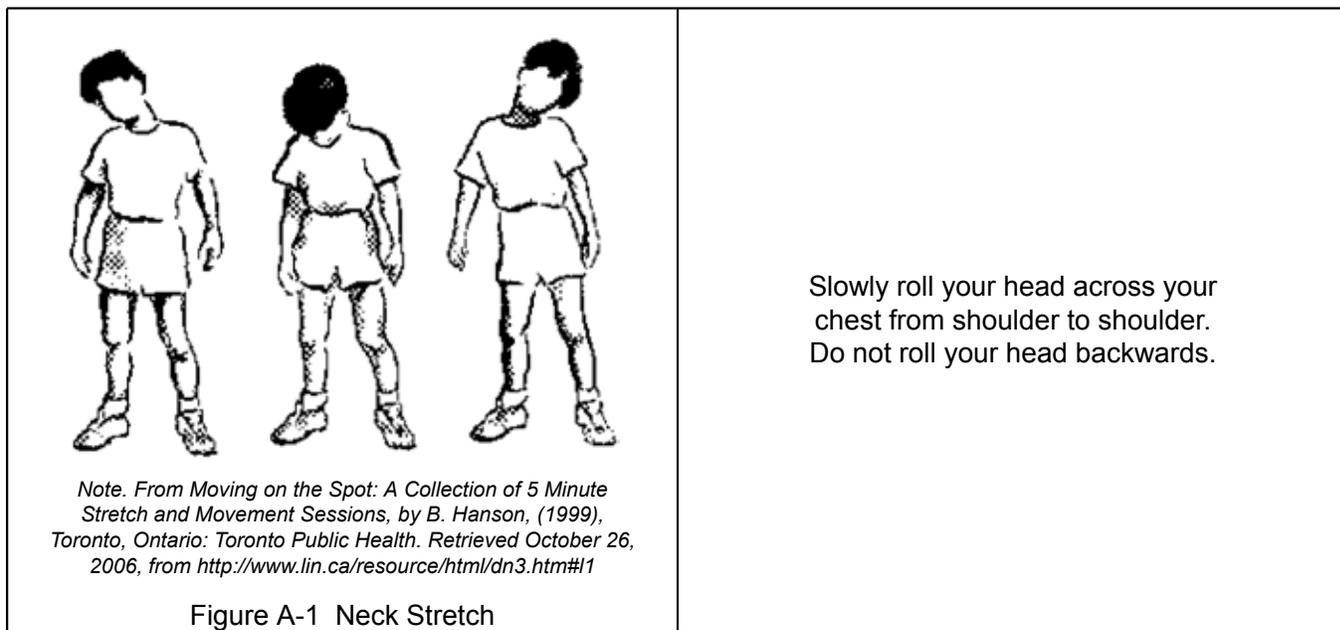
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## SAMPLE STRETCHES

a. Neck:



b. Shoulders:

 <p><i>Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <a href="http://www.lin.ca/resource/html/dn3.htm#1">http://www.lin.ca/resource/html/dn3.htm#1</a></i></p> <p>Figure A-2 Shoulder Push</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders.</p> <p>Hold this position for a minimum of 10 seconds.</p>
 <p><i>Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <a href="http://www.lin.ca/resource/html/dn3.htm#1">http://www.lin.ca/resource/html/dn3.htm#1</a></i></p> <p>Figure A-3 Shoulder Shrug</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up.</p> <p>Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible.</p> <p>Hold each position for a minimum of 10 seconds.</p>
 <p><i>Note. From Warm Ups, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from <a href="http://www.marthajefferson.org/warmup.php">http://www.marthajefferson.org/warmup.php</a></i></p> <p>Figure A-4 Arm Circles</p>	<p>Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.</p> <p>Reverse the direction of your circles.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <a href="http://www.in-motion.ca/walkingworkout/plan/flexibility/">http://www.in-motion.ca/walkingworkout/plan/flexibility/</a></i></p> <p>Figure A-5 Shoulder Stretch</p>	<p>Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

c. Arms:

 <p><i>Note. From Exercises. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from <a href="http://www.2protect.com/home.htm">http://www.2protect.com/home.htm</a></i></p> <p>Figure A-6 Wrist Rotations</p>	<p>Rotate your hands in circular motions at the wrist.</p> <p>Change direction and repeat on both sides.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <a href="http://www.in-motion.ca/walkingworkout/plan/flexibility/">http://www.in-motion.ca/walkingworkout/plan/flexibility/</a></i></p> <p>Figure A-7 Triceps Stretch</p>	<p>Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>
 <p><i>Note. From Exercise Programme for Squash, Tennis, Softball, Handball. Retrieved October 26, 2006, from <a href="http://www.physionline.co.za/conditions/article.asp?id=49">http://www.physionline.co.za/conditions/article.asp?id=49</a></i></p> <p>Figure A-8 Forearm Stretch</p>	<p>In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back.</p> <p>Hold this position for a minimum of 10 seconds.</p>

d. Chest and Abdominals:



*Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>*

Figure A-9 Chest Stretch

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



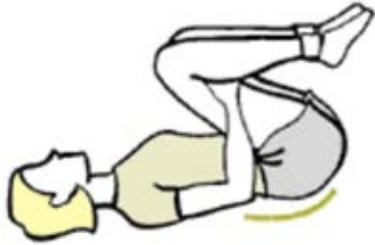
*Note. From Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions, by B. Hanson, (1999), Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>*

Figure A-10 Side Stretch

Stand with your left arm up over your head. Bend at your waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

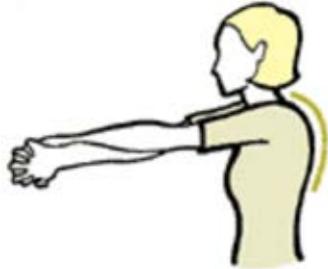
e. Back:



*Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>*

Figure A-11 Lower Back Stretch

Lie on your back and bring your knees toward your chest. Grasp the back of your knees.  
Hold this position for a minimum of 10 seconds.



*Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>*

Figure A-12 Upper Back Stretch

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:



*Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>*

Figure A-13 Hamstring Stretch

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands.

Hold this position for a minimum of 10 seconds.



*Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>*

Figure A-14 Inner Thigh Stretch

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.



*Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>*

Figure A-15 Hip Flexor

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs Continued:

 <p><i>Note. From Running Exercises. Retrieved October 26, 2006, <a href="http://www.physionline.co.za/conditions/article.asp?id=46">http://www.physionline.co.za/conditions/article.asp?id=46</a></i></p> <p><b>Figure A-16 Ankle Rotations</b></p>	<p>From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.</p> <p>Switch and repeat on the opposite side.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <a href="http://www.in-motion.ca/walkingworkout/plan/flexibility/">http://www.in-motion.ca/walkingworkout/plan/flexibility/</a></i></p> <p><b>Figure A-17 Calf Stretch</b></p>	<p>Stand three steps away from and facing a wall.</p> <p>Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>
 <p><i>Note. From Smart Start: A Flexible Way to Get Fit. Retrieved October 26, 2006, from <a href="http://www.in-motion.ca/walkingworkout/plan/flexibility/">http://www.in-motion.ca/walkingworkout/plan/flexibility/</a></i></p> <p><b>Figure A-18 Quadriceps Stretch</b></p>	<p>Stand with your hand against a wall for balance.</p> <p>Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand.</p> <p>You should feel the stretch in your left thigh.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

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**COMMON TRAINING**  
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**SECTION 3**

**EO C111.03 – SIMULATE FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY**

Total Time:

30 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy EO C111.02 Attachment A for TPs 3 and 5.

Construct a range IAW Chapter 1, Section 8 of A-CR-CCP-177/PPT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TPs 1–2 to introduce techniques to decrease heart rate prior to firing the cadet air rifle at the Biathlon Air Rifle Target (BART).

A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience firing the cadet air rifle following physical activity in a safe and controlled environment.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to fire the cadet air rifle following physical activity.

**IMPORTANCE**

It is important for cadets to fire the cadet air rifle following physical activity because these techniques will be useful when participating in summer biathlon activities.

---

**Teaching Point 1****Identify techniques to decrease heart rate prior to firing the cadet air rifle.**

Time: 5 min

Method: Interactive Lecture

---

**TECHNIQUES TO DECREASE HEART RATE****Cardiovascular Fitness**

One of the best methods to maintain a lower heart rate is to be physically fit. Being physically fit will also allow the heart to return to the resting heart rate quicker than someone who is not physically fit. The faster the heart rate decreases, the faster, and potentially more accurately firing may commence. A slower heart rate will also reduce the risk of movement and improve motor skills while firing.

**VISUALIZATION**

Visualization is seeing what you want to achieve. It is a practiced skill. Believing in oneself is directly linked to performance / outcome. To visualize, find a quiet place, close your eyes, and create a mental image of what you want to achieve. As with anything, the more one practices, the clearer the images will become. Visualizations should be positive and realistic. The purpose of visualizations for summer biathlon at this level is to visualize the heart rate slowing down and returning to the resting heart rate.

---

**ACTIVITY**Time: 2 min

---

**OBJECTIVE**

The objective of this activity is to visualize better performance.

**RESOURCES**

Nil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets spread out around the room.
2. Instruct the cadets to hold their right arm out, turn as far to the right as they can without moving their feet, and point at a spot on the wall.
3. Instruct the cadets to return to their original standing position.
4. Have the cadets close their eyes and visualize themselves pointing at a spot on the wall that is farther than their original spot.
5. While keeping their eyes closed, have the cadets point to that spot on the wall using the same method outlined in step two.
6. Have the cadets open their eyes and see how far they have pointed.

**SAFETY**

Nil.

---

**CONFIRMATION OF TEACHING POINT 1**


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

**Teaching Point 2****Describe the Biathlon Air Rifle Target (BART).**

Time: 5 min

Method: Interactive Lecture

**TARGETS**

The BART has the following characteristics:

- five 35 mm diameter drop plate targets,
- pop-up paddles for visual confirmation, and
- a manual reset with a 10 m pull cord.

This target has five black circular targets on white backgrounds. When a target is hit, a white paddle pops up, covering the circle. Once a round of firing is complete and the lane scorer has recorded the score, the cord is pulled and the target is reset.



*Note. From "Biathlon Style Airgun Target", by Devin Mfg., Inc., 2005, Devin Manufacturing Incorporated, Copyright 2005 by Devin Mfg., Inc. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>*

Figure 1 BART

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**CONFIRMATION OF TEACHING POINT 2**


---

**QUESTIONS:**

- Q1. What does BART stand for?
- Q2. What is one of the characteristics of the BART?
- Q3. How many targets are on the BART?

**ANTICIPATED ANSWERS:**

A1. Biathlon Air Rifle Target.

A2. The Biathlon Air Rifle Target (BART) has the following characteristics:

- five 35 mm diameter drop plate targets,
- pop-up paddles for visual confirmation, and
- a manual reset with a 10 m pull cord.

A3. There are five targets on the BART.

---

**Teaching Point 3**

**Conduct a warm-up session composed of light cardiovascular exercises.**

Time: 5 min

Method: Practical Activity

---



The following information will be explained to the cadets during the warm-up activity.

**PURPOSE OF A WARM-UP**

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

**GUIDELINES FOR STRETCHING**

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the activity.

---

## ACTIVITY

---

### OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

### RESOURCES

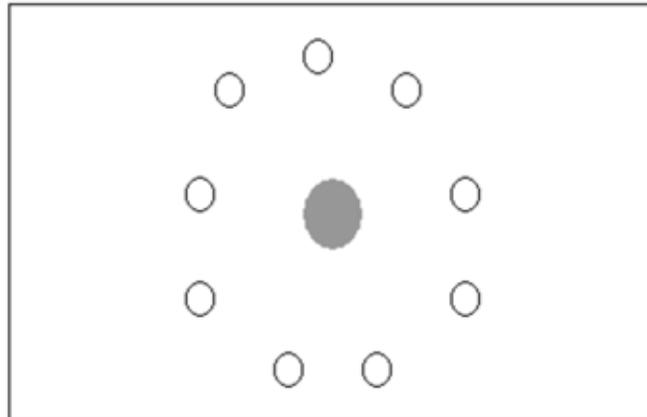
Nil.

### ACTIVITY LAYOUT

Nil.

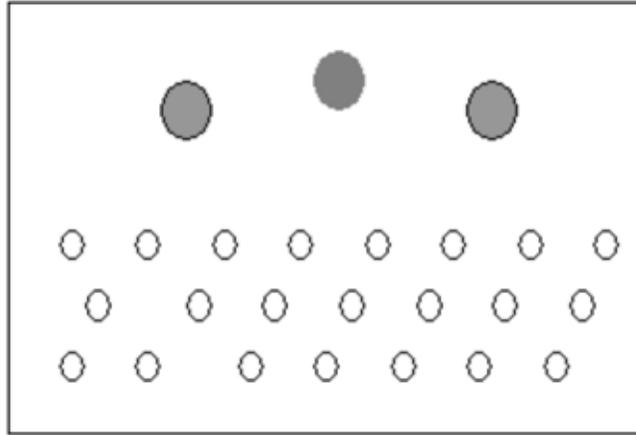
### ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 2 and 3).



*Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.*

Figure 2 Instructor in the Centre of a Warm-Up Circle



Note. Created by D Cdt3, 2006, Ottawa, ON: Department of National Defence.

Figure 3 Instructor at the Front with Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular activities should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at EO C111.02 Attachment A.

**SAFETY**

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

---

**CONFIRMATION OF TEACHING POINT 3**

---

The cadets' participation in the warm-up will serve as the confirmation of this TP.

---

**Teaching Point 4**

**Conduct an activity where cadets will simulate firing the cadet air rifle following physical activity.**

Time: 5 min

Method: Practical Activity

---

**ACTIVITY**

---

**OBJECTIVE**

The objective of this activity is to fire the cadet air rifle following physical activity.

## RESOURCES

- Cadet air rifles (one per firing lane),
- Marksmanship mats (two per firing lane),
- BART and target frame (one per firing lane), and
- Safety glasses / goggles.



If resources are available the number of firing lanes may be increased.

## ACTIVITY LAYOUT

Construct a range IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

## ACTIVITY INSTRUCTIONS

1. The cadets' heart rate should be elevated from participating in the warm-up activity in TP 3.
2. Have the cadets approach the firing point and prepare to fire using the techniques outlined in TP 1.
3. Have the cadets adopt the prone position and simulate firing at the BART.
4. Repeat steps one to three for each relay until all cadets have participated.

## SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

---

### CONFIRMATION OF TEACHING POINT 4

---

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

---

## Teaching Point 5

**Conduct a cool-down session composed of light cardiovascular exercises.**

Time: 5 min

Method: Practical Activity

---



The following information will be explained to the cadets during the cool-down activity.

## PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the activity.

---

## ACTIVITY

---

### OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

### RESOURCES

Nil.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 2 and 3 of TP 3).
- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.

### SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 3.

---

## CONFIRMATION OF TEACHING POINT 5

---

The cadets' participation in the cool-down will serve as the confirmation of this TP.

---

## END OF LESSON CONFIRMATION

---

The cadets' participation in the activity in TP 4 will serve as the confirmation of this lesson.

---

## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Being able to use techniques, such as visualization, to slow down the heart rate will be useful when participating in summer biathlon activities.

### INSTRUCTOR NOTES / REMARKS

Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in this lesson.

---

## REFERENCES

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**COMMON TRAINING**  
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**SECTION 4**

**EO C111.04 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY**

Total Time:

180 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Ensure that all members involved in conducting this activity are well versed in the competition guidelines located at Attachment A.

Photocopy EO C111.02 Attachment A for TPs 3 and 5.

Photocopy Attachment B as required.

Ensure a first aid station is set up.

Set up a running route of 250–500 m on level terrain and a range IAW A-CR-CCP-177/PT-001 *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience summer biathlon and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in summer biathlon and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a recreational summer biathlon activity.

**IMPORTANCE**

It is important for cadets to participate in a recreational summer biathlon activity because it requires personal discipline, develops marksmanship skills, and promotes physical fitness.

---

**Teaching Point 1****Conduct the activity briefing.**

Time: 30 min

Method: Interactive Lecture

---



Based on the facilities, the cadet should be made aware of the start area, the course, the firing range, and the finish area.

**COURSE LAYOUT**

Each cadet will:

- run a loop of 250–500 m;
- fire five to eight pellets in an effort to activate all five targets on the (BART);
- run a loop of 250–500 m;
- fire five to eight pellets in an effort to activate all five targets on the BART;
- run a loop of 250–500 m; and
- finish the race.



The 250–500 m course should be clearly marked prior to the start of this lesson.

**RULES AND REGULATIONS**

Rules and regulations for the recreational summer biathlon activity include the following:

- Cadets must use the same firing lane for the duration of the activity.
- The run must be completed in the proper sequence and on the marked route.
- Rifles must be placed at the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

**SCORING**

The scoring of this biathlon activity will be based on time and penalties.

## **PENALTIES**

Penalties will be added to the individual's time, to include:

- Each violation of the principles of fair play or good sportsmanship will result in a one-minute penalty, to include:
  - not giving way in an area of congestion;
  - pushing or shoving;
  - using profanity; and
  - interfering with other competitors.
- Each missed target will result in a one-minute penalty.
- Each safety infraction on the firing point will result in a one-minute penalty to include:
  - not keeping control of the cadet air rifle;
  - moving forward of the firing point; and
  - intentionally firing rounds at objects other than the BART.

## **OUT OF BOUNDS AREAS**

Make cadets aware of all out of bounds areas and safety considerations depending on the training area.

---

### **CONFIRMATION OF TEACHING POINT 1**

---

#### **QUESTIONS:**

- Q1. What are two rules / regulations for this biathlon activity?
- Q2. How will the recreational summer biathlon activity be scored?
- Q3. What is one very minor violation of the principles of fair play / good sportsmanship?

#### **ANTICIPATED ANSWERS**

- A1. Rules and regulations for the recreational summer biathlon activity include the following:
- Cadets must use the same firing lane for the duration of the activity.
  - The run must be completed in the proper sequence and on the marked route.
  - Rifles must be placed at the firing point by the range staff and will remain there for the duration of the activity.
  - All firing will be done in the prone position.
  - The cadet air rifle sling is the only firing aid that may be used.
  - The rifle must be made safe upon completion of firing.
  - An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
  - Safety infractions will result in time penalties.
  - Missed targets will result in time penalties.
- A2. The activity will be scored based on time and penalties.

A3. A very minor violation of the principles of fair play / good sportsmanship include:

- not giving way in an area of congestion;
- pushing or shoving;
- using profanity; and
- interfering with other competitors.

### Teaching Point 2

**Conduct a warm-up session composed of light cardiovascular exercises.**

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up activity.

### PURPOSE OF A WARM-UP

A warm-up is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

### GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the activity.

---

## ACTIVITY

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### OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

### RESOURCES

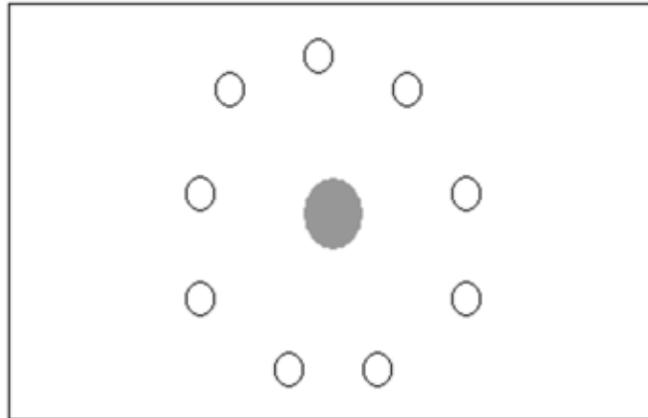
Nil.

### ACTIVITY LAYOUT

Nil.

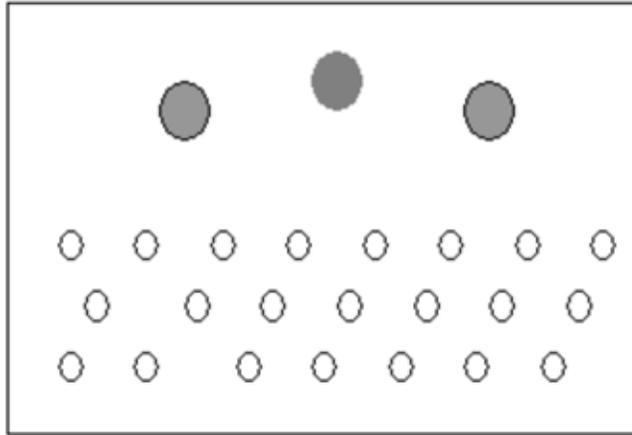
### ACTIVITY INSTRUCTIONS

- Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).



*Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Instructor in the Centre of a Warm-Up Circle



Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Instructor at the Front with Two Assistant Instructors

- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the exercises and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular activities should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretching activities located at EO C111.03 Attachment A.

### SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

---

### CONFIRMATION OF TEACHING POINT 2

---

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

---

### Teaching Point 3

**Conduct a recreational summer biathlon activity.**

Time: 100 min

Method: Practical Activity

---

### ACTIVITY

---

### OBJECTIVE

The objective of this activity is for cadets to participate in a recreational summer biathlon activity.

## RESOURCES

Based on 20 cadets per group, the following resources are required per event:

- Cadet air rifles (5),
- Marksmanship mats (10),
- .177 air rifle pellets (a minimum of 700 pellets),
- Stop watches (5),
- BART and target frame (5),
- Safety glasses / goggles (8),
- Pens / pencils,
- Notice board,
- Biathlon score sheets located at Attachment B,
- Course control sheets located at Attachment B, and
- Range recording sheets located at Attachment B.

## ACTIVITY LAYOUT

- Set up a running route of approximately 250–500 m on level terrain.
- Set up an air rifle range IAW Attachment A.
- Set up targets and target frames.
- Place two mats per firing lane.
- Place a cadet air rifle at each firing point.
- Place a pair of safety glasses / goggles at each firing point.

## ACTIVITY INSTRUCTIONS

Activity instructions are located at Attachment A.

## SAFETY

- Ensure all range safety procedures are followed.
- Ensure cadets drink plenty of water and apply sunscreen.
- Ensure the running route is clearly marked and crossing points are monitored anywhere a road may be crossed.
- Ensure a first aider is identified at the start of the activity and is available at all times.
- Ensure water is available for the cadets during and after the activity.

---

### CONFIRMATION OF TEACHING POINT 3

---

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

**Teaching Point 4****Conduct a cool-down session composed of light cardiovascular exercises.**

Time: 10 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down activity.

**PURPOSE OF A COOL-DOWN**

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the activity.

**ACTIVITY****OBJECTIVE**

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

**RESOURCES**

Area large enough for all cadets to conduct a cool-down activity.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

- Arrange the cadets in either a cool-down circle or in rows (as illustrated in Fig. 1 and 2 of TP 2).
- Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
- Assistant instructors can help demonstrate the movements and ensure the cadets are performing them correctly.
- Have cadets perform each stretch / light cardiovascular exercise.



Sample stretches are located at EO C111.02 (Run Wind Sprints) Attachment A.

## SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner following the guidelines for stretching listed in TP 2.

---

## CONFIRMATION OF TEACHING POINT 4

---

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

---

## Teaching Point 5

**Conduct a debriefing.**

Time: 10 min

Method: Group Discussion

---



The point of the group discussion is to allow the cadets to share what they have learned from their experience.



## TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

## SUGGESTED QUESTIONS:

Q1. What did you enjoy the most about the activity?

- Q2. What challenges did you encountered while participating in the activity?
- Q3. What have you learned about yourself by participating in the activity? About your marksmanship skills?  
About your physical fitness ability?

---

### CONFIRMATION OF TEACHING POINT 5

---

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

---

### END OF LESSON CONFIRMATION

---

The cadets' participation in a recreational summer biathlon activity will serve as the confirmation of this lesson.

---

### CONCLUSION

---

#### HOMework / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

#### CLOSING STATEMENT

Recreational summer biathlon is an activity that requires personal discipline, develops marksmanship skills, and promotes physical fitness. Competitive biathlon opportunities are available at the local, regional, and national level.

#### INSTRUCTOR NOTES / REMARKS

Results should be posted for cadets to review. PO 111 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a recreational summer biathlon activity.

EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), EO C111.03 (Simulate Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to instructing this lesson.

The start and finish should be located in the same area, close to the firing point

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### REFERENCES

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## GUIDELINES TO CONDUCT A RECREATIONAL SUMMER BIATHLON ACTIVITY

### OBJECTIVES

The objectives of the recreational summer biathlon activity are:

- to practice and improve marksmanship skills;
- to improve the level of physical fitness; and
- to introduce cadets to the sport of summer biathlon.

### COMPOSITION

Each Phase One cadet will enter as an individual.

### FACILITIES

The facilities required to conduct a recreational summer biathlon activity are:

- a route, on level terrain, of approximately 250–500 m with the start and finish lines located close to the range. The route should be wide enough to accommodate a maximum of 10 cadets running at one time. When roads are to be crossed, they must be clearly marked and a central crossing point established with traffic control provided, and
- an air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001, with a minimum of one firing lane per cadet per group.

### STAFFING

Numerous staff are required to conduct a recreational summer biathlon activity. These appointments may be filled by corps staff, and shall include:

- **Technical Delegate (TD).** Responsible for the overall conduct of the competition, including issuing penalties, and interpreting the rules.
- **Range Safety Officer (RSO).** Responsible for the overall conduct of the activities on the range.
- **Assistant RSO.** Responsible for targets, issuing ammunition, and assisting the RSO, as required.
- **Lane Scorekeeper.** Responsible for scoring targets and recording results on the range recording sheet (located at Attachment B).
- **Chief of Statistics.** Responsible for compiling all the event data (eg, range results, start / finish time, and any penalties assessed).
- **Runner.** Responsible for collecting the scoring sheets and delivering them to the chief of statistics.
- **Start and Finish Line Chief.** Responsible for starting the run and recording the finish times on the score sheet (located at Attachment B).
- **Course Control.** Responsible for recording each time the cadet runs a loop on the course control sheet (located at Attachment B).
- **First Aider.** Responsible for dealing with any injuries that may occur during the competition.

## **FORMAT**

### **Team Captain's Meeting**

All cadets will attend the team captain's meeting. This meeting includes all the essential information required by the cadets to participate in the recreational summer biathlon activity. The cadets are given:

- start times,
- range lane assignments,
- weather updates, and
- introductions of the competition staff.

### **The Running Loop**

Each cadet will run three separate loops of 250–500 m. Each running loop will consist of:

- assembling for an individual start (cadets will begin at 10-second intervals for the first loop); and
- crossing the finish line.

### **The Range**

Each cadet will fire five to eight pellets in an effort to activate all five targets on the BART. After each bout of firing, the appropriate lane scorer will record the cadet's results and reset the BART.

## **SEQUENCE**

This recreational summer biathlon activity will be conducted in the following sequence:

1. running a loop of 250–500 m;
2. firing five to eight pellets at the BART;
3. running a loop of 250–500 m;
4. firing five to eight pellets at the BART;
5. running a third loop of 250–500 m; and
6. crossing the finish line.

## **EQUIPMENT**

Based on 20 cadets per group, the equipment required to conduct the recreational summer biathlon activity shall include, but is not limited to the following:

- Cadet air rifles (5),
- Marksmanship mats (10),
- .177 air rifle pellets (a minimum of 700 pellets),
- Stop watches (5),
- BART and target frame (5),
- Safety glasses / goggles (8),
- Pens / pencils,
- Notice board,

- Biathlon score sheets located at Attachment B,
- Course control sheets located at Attachment B, and
- Range recording sheets located at Attachment B.

## **DRESS**

Appropriate clothing according to the weather forecast.

## **RULES AND REGULATIONS**

- Cadets must use the same firing lane for the duration of the activity.
- The run must be completed in the proper sequence and on the marked route.
- Rifles must be placed on the firing point by the range staff and will remain there for the duration of the activity.
- All firing will be done in the prone position.
- The rifle must be made safe upon completion of firing.
- An inoperable rifle will be replaced by the range staff, the target will be reset, and the cadet will fire five to eight shots with the new rifle.
- Safety infractions will result in time penalties.
- Missed targets will result in time penalties.

## **SCORING**

Scoring will be completed as follows:

- **Time.** The cadet's final time is the time from the start to finish, plus any issued penalties.
- **Firing.** For each bout of firing, the number of missed targets will be recorded on the range recording sheet by the lane scorekeeper (located at Attachment B). For each missed target, a one-minute penalty will be added to the cadet's total time.

## **PENALTIES**

Penalties will be added to the individual's time, to include:

- Each violation of the principles of fair play or good sportsmanship will result in a one-minute penalty, to include:
  - not giving way in an area of congestion;
  - pushing or shoving;
  - using profanity; and
  - interfering with other competitors.
- Each missed target will result in a one-minute penalty.
- A one-minute penalty will be issued for each safety infraction, to include:
  - not keeping control of the cadet air rifle;
  - moving forward of the firing point; and
  - intentionally firing rounds at objects other than the BART.

## **OUT OF BOUNDS AREA**

Out of bounds areas are to be clearly identified prior to the start of the recreational summer biathlon activity.

## **NOTES**

- Course control staff will record each time a cadet runs through a loop. See course control sheet located at Attachment B.
- The start and finish line chief will keep records for each cadet. When the sheet is full or nearly full the runner will take the sheet to the chief of statistics. See score sheet located at Attachment B.
- Bibs may be used to identify cadets, if available.

# COURSE CONTROL SHEET

Cadet Name	Loop 1 Verification	Loop 2 Verification	Loop 3 Verification

Note. Created by D Cdts 3, 2006, Ottawa, ON: Department of National Defence.

Figure B-1 Course Control Sheet

## SCORE SHEET

Cadet Name	Start Time	Loop One	Loop Two	Loop Three	End Time	Run / Safety Penalties	Firing Penalties	Total Time

**NOTE:**  
The start and finish line chief is responsible for recording the run times and presenting the score sheet(s) to the scorekeeper.

# RANGE RECORDING SHEET

Scorekeeper's Name: \_\_\_\_\_

Cadet Name:	Lane	Shots Fired	X = Miss	Misses	Comments / Penalties
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			
Cadet Name:	Lane	Shots Fired	X = Miss	Misses	
			○ ○ ○ ○ ○		
		3 Spare			

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**CHAPTER 10**

**PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 1**

**EO MX20.01A – PARTICIPATE IN A CAF ACTIVITY**

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Total Time:

One session (3 Periods) = 90 min

---

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 2**

**EO MX20.01B – PARTICIPATE IN A CAF FAMILIARIZATION TOUR**

---

Total Time:

One session (3 periods) = 90 min

---

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 3**

**EO MX20.01C – FIRE THE C7 RIFLE**

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Total Time:

320 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the C7 Rifle Handing Test located at Attachment A for each cadet.

Assistant instructors are required for this lesson.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TPs 1–3 to present background information and give direction on procedures.

A demonstration and performance was chosen for TPs 4 and 7–12 as it allows the instructor to explain and demonstrate how to complete a safety check and the actions in response to range commands while providing an opportunity for the cadet to practice under supervision.

A performance was chosen for TP 5 as it allows the cadet to practice handling the C7 rifle in a controlled environment.

A demonstration was chosen for TPs 6 and 14–16 as it allows the instructor to explain and demonstrate aiming a C7 rifle as well as the procedures required for stripping, cleaning and assembling the C7 rifle.

A practical activity was chosen for TPs 13 and 17 as it is an interactive way for the cadet to practice and experience range procedures and develop marksmanship skills and knowledge in a safe and controlled environment.

---

## INTRODUCTION

---

### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall have fired the C7 rifle.

### IMPORTANCE

It is important for cadets to complete a variety of training on the C7 rifle before firing it. Safety precautions are essential to ensure all participants are safe when on a range. Being safe is the highest priority when firing the C7 rifle. Learning and practicing range commands will increase the level of safety on the range and will help ensure that all the cadets have a positive firing experience. Each cadet who fires the C7 rifle must understand the steps for every range command, as well as what to do on the firing point if the rifle does not fire. Knowing how to clean the C7 rifle will ensure that the rifle will continue to operate effectively. Before cleaning the rifle, it must be stripped to provide access to all the parts. After cleaning the rifle, it must be put back together and then tested to ensure it functions properly. This knowledge will ensure the familiarization fire is conducted safely and efficiently.



Strict emphasis must be placed on safety throughout all C7 rifle training. Any cadet who does not adhere to the rules and regulations shall not fire the C7 rifle.

### Teaching Point 1

### Explain safety rules and regulations pertaining to the C7 rifle.

Time: 5 min

Method: Interactive Lecture

The following are safety rules and regulations pertaining to the C7 rifle:

- Always complete a safety check when picking up or being handed a rifle.
- Always control the rifle when holding it.
- Always treat the rifle as if it were loaded.
- Always have the fire control selector set to 'S' (safe) when the rifle is cocked.
- Never touch the trigger unless firing on a range.

### CONFIRMATION OF TEACHING POINT 1

#### QUESTIONS:

- Q1. When are safety checks completed?
- Q2. Where is the fire control selector set when the rifle is cocked?
- Q3. When will the trigger be touched?

#### ANTICIPATED ANSWERS:

- A1. When picking up or being handed a rifle.
- A2. 'S' (safe).
- A3. Only when firing on a range.

### Teaching Point 2

### Identify the parts of the C7 rifle.

Time: 10 min

Method: Interactive Lecture



When identifying the parts of the C7 rifle, keep the cadets involved by pointing at each part as it is discussed.



The upper and lower receiver groups can be separated by removing the takedown pin.

## PARTS OF THE C7 RIFLE

The C7 rifle can be separated into two parts. There are two pins that hold the rifle together—the takedown pin and the receiver pivot pin. Both pins separate the upper receiver group from the lower receiver group. When stripping the rifle, the takedown pin will be used. Cadets will rarely be required to use the receiver pivot pin.

### Upper Receiver Group

The upper receiver group is comprised of the following:

- **Upper Receiver**
  - **Carrying handle.** A carrying handle which incorporates the rear sight and is attached to the top of the upper receiver.
  - **Ejection port.** Rounds are expelled from the rifle through the ejection port on the right side of the upper receiver.
  - **Ejection port cover.** The ejection port is protected by a dust cover which is opened by the forward / rearward movement of the bolt.
  - **Spent casing deflector.** To the rear of the ejection port cover is a spent casing deflector for those who are left-handed firers.
  - **Forward assist.** A manually-operated forward assist fitted on the right rear of the upper receiver is always used to push the bolt fully forward.
  - **Front and rear sights.** The sights, when used together, assist the firer when aiming the rifle.
- **Barrel**
  - **Flash suppressor.** The rifle is fitted with a flash suppressor that directs hot gas from the barrel end. It also reduces the visibility of the muzzle flash when firing.
  - **Hand guards.** Surrounded by two interchangeable aluminum-lined, glass fibre filled nylon hand guards are notched to allow air to circulate.
- **Bolt and cocking handle.** The bolt is operated by the cocking handle located at the top rear of the upper receiver group. The bolt has a rotating head which locks into the barrel when the rifle is to be fired.

### Lower Receiver Group

The lower receiver group is comprised of the following:

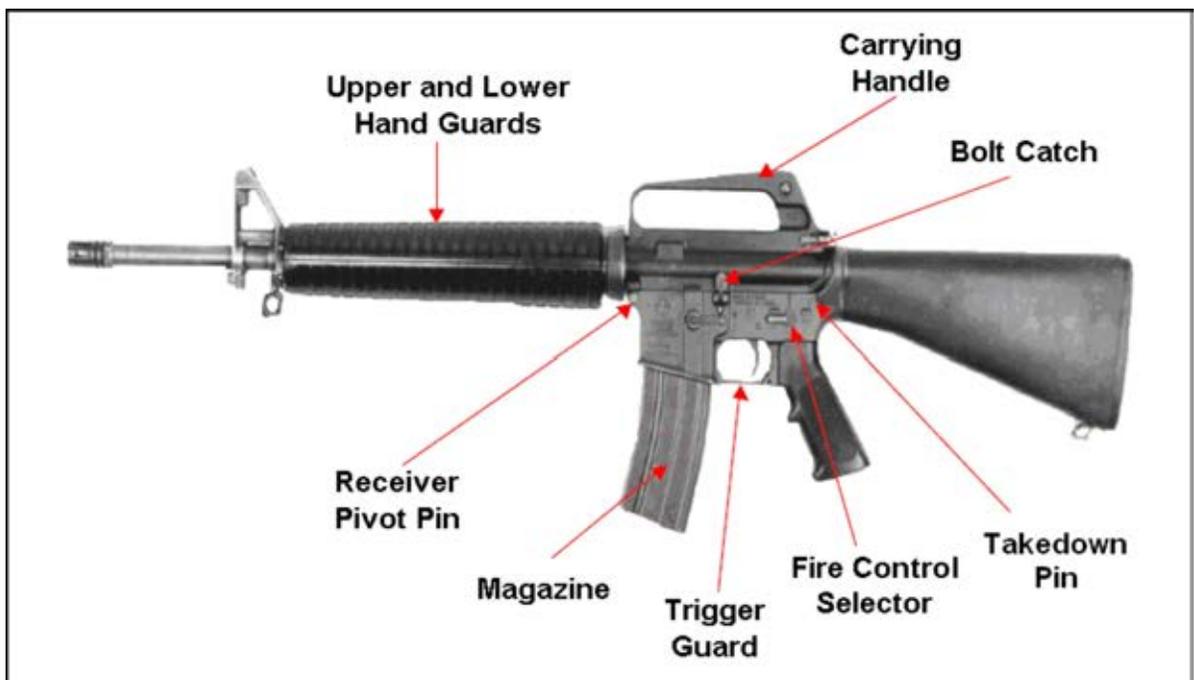
- **Lower Receiver**
  - **Trigger.** Also referred to as the action, the trigger is used to fire the rifle. The finger shall never be placed on the trigger unless firing.
  - **Trigger guard.** A safety measure to prevent accidental firing that makes access to the trigger more difficult.
  - **Pistol grip.** The firing hand will hold the pistol grip. The pistol grip provides stability when using the rifle.
  - **Fire control selector.** A three-position fire control selector lever is located on the left side. The three positions are 'S' (safe), 'R' (repetition) and 'AUTO' (automatic). The selector lever cannot be placed on 'S' until the rifle is cocked.
  - **Bolt catch.** A bolt catch, located on the left side, enables the bolt to be held open or released from the open position.
  - **Magazine.** The magazine holds rounds to be fired. When the magazine is not fitted on the rifle, the area is referred to as the magazine housing or magazine opening.

- **Magazine release.** A magazine release button allows for the magazine to be removed from the rifle when activated. It is located on the right side.
- **Butt and butt plate.** The butt is made of glass fibre reinforced nylon and incorporates a storage compartment for a cleaning kit. Access to this compartment is gained through the butt plate. The butt is available in two lengths—normal and short.



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 1 Right Side of the C7 Rifle



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 2 Left Side of the C7 Rifle

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS:

- Q1. What are the two receiver groups on the C7 rifle?
- Q2. What parts are located in the upper receiver?
- Q3. What parts are located in the lower receiver?

### ANTICIPATED ANSWERS:

- A1. Upper and lower receiver groups.
- A2. Carrying handle, rear sight, ejection port, ejection port cover, spent casing deflector, forward assist and front and rear sights.
- A3. Trigger, pistol grip, magazine opening, fire control selector, bolt catch and magazine release.

---

### Teaching Point 3

**Explain the characteristics of the C7 rifle.**

Time: 5 min

Method: Interactive Lecture

---

### CHARACTERISTICS OF THE C7 RIFLE

**Calibre.** 5.56 mm.

**Weight.** The rifle weighs 3.34 kg (7.36 pounds). When fully loaded it weighs 3.89 kg (8.58 pounds).

**Length.** The complete rifle is 1 m in length.

**Modes of fire.** It can be fired in repetition or automatic.

**Operation.** It is gas operated, air cooled and magazine fed.

**Effective range.** It is effective up to 400 m.

**Sights.** There are front and rear sights. The rear sight has small and large apertures. The large aperture is used for firing at distances less than 300 m. The small aperture is used for distances greater than 300 m.

**Magazine capacity.** One magazine can hold up to 30 rounds.

---

## CONFIRMATION OF TEACHING POINT 3

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### QUESTIONS:

- Q1. What is the calibre of the C7 rifle?
- Q2. How long is the C7 rifle?
- Q3. How many rounds can one magazine hold?

### ANTICIPATED ANSWERS:

- A1. 5.56 mm.
- A2. 1 m.

A3. 30 rounds.

#### Teaching Point 4

**Explain, demonstrate and have the cadet practice completing an individual safety check.**

Time: 15 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take to complete a safety check.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.



Stress the importance of regularly completing safety checks on the C7 rifle.

Each cadet must complete a safety check during this TP.

#### INDIVIDUAL SAFETY CHECK

Safety checks shall be completed in the following circumstances:

- when picking up or being handed a rifle;
- before and after instruction;
- before stripping a rifle;
- during issue and return to stores;
- before and after range practices; and
- where there is doubt about the safety status of the rifle.

To complete an individual safety check:



When completing a safety check on the rifle with a magazine fitted, remove the magazine before adopting the standing load position.



If completing a safety check in the prone position, skip Step 1.

1. Adopt the standing load position (as illustrated in Figure 3) by:
  - (a) holding the rifle on the right (left) side of the body by the pistol grip with the forefinger of the right (left) hand outside the trigger guard;
  - (b) grasping the bottom of the hand guard with the left (right) hand;

- (c) placing the left (right) foot one pace in front of the other foot; and
  - (d) pointing the rifle up approximately 55 degrees.
2. Pull the cocking handle to the rear.
  3. Engage the bolt catch.
  4. Tilt the rifle.
  5. Inspect the chamber.
  6. Ensure the rifle is clear.
  7. Pull the cocking handle fully to the rear.
  8. Allow the action to go forward under control.
  9. Strike the forward assist.
  10. Fire the rifle.
  11. Close the ejection port cover.
  12. Lay down the rifle with the ejection port cover facing up.



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 3 Standing Load Position—Example 1



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 4 Standing Load Position—Example 2

---

#### **CONFIRMATION OF TEACHING POINT 4**

---

#### **QUESTIONS:**

- Q1. When must safety checks be completed?
- Q2. After inspecting the chamber and allowing the action to go forward, what is the next step?
- Q3. When laying down the rifle, which side will face up?

#### **ANTICIPATED ANSWERS:**

- A1. Safety checks shall be completed in the following circumstances:
- when picking up or being handed a rifle;
  - before and after instruction;
  - before stripping a rifle;
  - during issue and return to stores;
  - before and after range practices; and
  - when the safety status of the rifle is in doubt.

A2. Strike the forward assist.

A3. The side with the ejection port cover.

---

**Teaching Point 5**

**Have the cadet practice holding the C7 rifle in the prone position.**

Time: 5 min

Method: Performance

---



The cadets have already been instructed on how to adopt the prone position. Emphasis should be placed on holding the C7 rifle.

Information on the prone position is located in A-CR-CCP-701/PG-001, *Green Star Qualification Standard and Plan*, EO M106.03 (Apply Basic Marksmanship Techniques).

**HOLDING THE C7 RIFLE IN THE PRONE POSITION**



Have each cadet hold the C7 rifle in the prone position.

To hold the C7 rifle in the prone position:

1. Adopt the prone position.
2. Pick up the rifle.
3. Place the butt of the rifle into the right (left) shoulder.
4. Place the left (right) hand on the hand guard.
5. Hold the pistol grip with the right (left) hand.
6. Place the right (left) cheek naturally on the butt.
7. Look through the front and rear sights with the aiming eye.



When holding the rifle in the prone position, the finger shall always be placed outside the trigger guard, unless firing.



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 5 Holding the C7 Rifle in the Prone Position (Right-Side View)



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 6 Holding the C7 Rifle in the Prone Position (Left-Side View)



*Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.*

Figure 7 Holding the C7 Rifle in the Prone Position

---

### CONFIRMATION OF TEACHING POINT 5

---

The cadets' participation in holding the C7 rifle in the prone position will serve as the confirmation of this TP.

---

#### Teaching Point 6

**Explain and demonstrate aiming the C7 rifle by looking through the front and rear sights.**

Time: 5 min

Method: Demonstration

---



During TP 8 the cadets will look through the sights and ensure that they are set properly.

#### AIMING THE C7 RIFLE

There are two sights on the C7 rifle (front and rear). The rear sight has two apertures (small and large) which simply flip from one to the other.



When firing the C7 rifle, the target will be at a distance of 100 m. Therefore, the large aperture should be used.

When lining up the sights, it is important that both the front and rear sights can be seen down range.



*Note. From Weapons: The Rifle 5.56 mm and the Carbine 5.56 mm C8 (Vol. 18) (p. 57), by Canadian Forces, 1987, Ottawa, ON: Department of National Defence. Copyright 1994 by Department of National Defence.*

Figure 8 Correct Aim Picture

---

### CONFIRMATION OF TEACHING POINT 6

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#### QUESTIONS:

- Q1. How many sights does the C7 rifle have?
- Q2. How many apertures does the rear sight have?
- Q3. Which aperture should be used when firing at a distance of 100 m?

#### ANTICIPATED ANSWERS:

- A1. Two—front and rear.
- A2. Two—large and small.
- A3. The large aperture.

---

#### Teaching Point 7

**Explain, demonstrate and have the cadet practice the actions when given the command LOAD.**

Time: 10 min

Method: Demonstration and Performance

---



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command LOAD.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.



Ensure the cadets are aware of the differences between live and dummy rounds. Dummy rounds will be used throughout C7 rifle training.

## LOAD

On the command LOAD, the cadet shall do the following:

1. Pick up a magazine.
2. Check to see that the rounds are positioned correctly.



When looking to see if rounds are positioned correctly, simply ensure that they are straight and that the back of each round that is visible is straight against the back of the magazine. When rounds are not positioned correctly, they cause frequent stoppages.

3. Push the magazine firmly into the magazine housing.
4. Check that the magazine is secure by pulling downwards.
5. Return the hand to hold the rifle.

---

## CONFIRMATION OF TEACHING POINT 7

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The cadets' participation in practicing actions when given the command LOAD will serve as the confirmation of this TP.

---

### Teaching Point 8

**Explain, demonstrate and have the cadet practice the actions when given the command READY or RANGE.**

Time: 5 min

Method: Demonstration and Performance

---



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command READY or RANGE.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

## READY OR RANGE

On the command READY or RANGE, the cadet shall do the following:

1. Check the front and rear sights to ensure they are set correctly.
2. Cock the rifle.



When cocking the rifle, ensure the cadets pull the cocking handle all the way back and then let it go. Not doing so is referred to as "riding the cocking handle" since it is rode back into its position. Riding the cocking handle may cause stoppages.

3. Strike the forward assist.
4. Close the ejection port cover.
5. Ensure the fire control selector is on 'S' (safe).
6. Return the hand to hold the rifle.

---

### CONFIRMATION OF TEACHING POINT 8

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The cadets' participation in practicing actions when given the command READY or RANGE will serve as the confirmation of this TP.

#### Teaching Point 9

**Explain, demonstrate and have the cadet practice the actions when given the command FIRE.**

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command FIRE.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

#### FIRE

On the command FIRE, the cadet shall do the following:

1. Set the fire control selector to 'R' (repetition).



IAW CATO 14-41, *Use of C7/8 Within the CCO*, Annex A, Appendix 3, cadets are NOT to fire on automatic.

2. Fire all rounds in the magazine.
3. Change magazines as required.



When all rounds have been fired, the bolt will remain at the rear of the rifle. To change a magazine:

1. Remove the old magazine using the magazine release.
2. Pick up a new magazine.
3. Check to see that the rounds are positioned correctly.
4. Push the magazine firmly into the magazine housing.
5. Check that the magazine is secure by pulling downwards.
6. Disengage the bolt catch.
7. Strike the forward assist.
8. Continue firing.



Ensure the cadets are aware that when on the range they may rest the rifle after they have finished firing and then wait for further commands.

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### CONFIRMATION OF TEACHING POINT 9

---

The cadets' participation in practicing actions when given the command FIRE will serve as the confirmation of this TP.

#### Teaching Point 10

**Explain, demonstrate and have the cadet practice the actions when given the command UNLOAD.**

Time: 10 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command UNLOAD.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

#### UNLOAD

On the command UNLOAD, the cadet shall do the following:

1. Set the fire control selector to 'S' (safe).
2. Remove the magazine.

3. Cock the rifle twice.
4. Pull the cocking handle to the rear.
5. Engage the bolt catch.
6. Tilt the rifle to the left.
7. Wait to be cleared by the Range Safety Officer (RSO).
8. Receive the command CLEAR from the RSO.
9. Disengage the bolt catch.
10. Strike the forward assist.
11. Set the fire control selector to 'R' (repetition).
12. Fire the rifle.
13. Close the ejection port cover.
14. Lay down the rifle.



Some RSOs may use PREPARE FOR INSPECTION as a separate command after UNLOAD.

---

### CONFIRMATION OF TEACHING POINT 10

---

The cadets' participation in practicing actions when given the command UNLOAD will serve as the confirmation of this TP.

#### Teaching Point 11

**Explain, demonstrate and have the cadet practice the actions when given the command CEASE FIRE.**

Time: 5 min

Method: Demonstration and Performance



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the actions to take when given the command CEASE FIRE. .
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.

Note: Assistant instructors may be used to monitor the cadets' performance.

#### CEASE FIRE

On the command CEASE FIRE, the cadet shall do the following:

1. Set the fire control selector to 'S' (safe).
2. Wait for a further command.

---

## CONFIRMATION OF TEACHING POINT 11

---

The cadets' participation in practicing actions when given the command CEASE FIRE will serve as the confirmation of this TP.

---

### Teaching Point 12

**Explain, demonstrate and have the cadet practice immediate actions.**

Time: 15 min

Method: Demonstration and Performance

---



For this skill TP it is recommended that instruction take the following format:

1. Explain and demonstrate the first immediate action.
2. Explain and demonstrate each step required to complete the skill. Monitor the cadets as they imitate each step.
3. Monitor the cadets' performance as they practice the complete skill.
4. Repeat Steps 1–3 for the next two immediate actions.

Note: Assistant instructors may be used to monitor the cadets' performance.

### IMMEDIATE ACTIONS

Immediate actions are stoppages that occur when the rifle suddenly does not fire anymore. The actions to take are completely dependent on the position of the bolt. The first step to take when the rifle stops firing is to cant the rifle and look through the ejection port. The bolt will either be:

- at the rear,
- fully forward, or
- partially forward.



When the rifle stops firing the first step is to cant the rifle and examine the bolt position.

#### Bolt is at the Rear

When the rifle stops firing and the bolt is positioned at the rear, most likely the magazine is empty.

When the bolt is at the rear, the cadet shall do the following:

1. Check for an empty magazine and change, as required.
2. Disengage the bolt catch.
3. Strike the forward assist.
4. Continue firing.

**Bolt is Fully Forward**

When the rifle stops firing and the bolt is positioned fully forward, most likely the bolt did not pick up a round. This could be caused by an improperly seated magazine.

When the bolt is fully forward, the cadet shall do the following:

1. Ensure the magazine is seated properly and locked in place.
2. Cock the rifle while watching for a round or empty casing to eject.
3. Where a round ejects:
  - (a) strike the forward assist; and
  - (b) continue firing.
4. Where a round does not eject:
  - (a) attempt to continue firing; and
  - (b) if required, request assistance.

**Bolt is Partially Forward**

When the rifle stops firing and the bolt is positioned partially forward, most likely there is an obstruction.

When the bolt is partially forward, the cadet shall do the following:

1. Cock the rifle.
2. Engage the bolt catch.
3. Examine the chamber of the rifle.
4. Remove the magazine if a live round or empty casing is in the chamber.
5. Clear the obstruction.
6. Replace the magazine.
7. Disengage the bolt catch.
8. Strike the forward assist.
9. Continue firing.



When in doubt, raise your hand and ask for assistance.

---

**CONFIRMATION OF TEACHING POINT 12**

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The cadets' participation in practicing immediate actions will serve as the confirmation of this TP.

**Teaching Point 13****Have the cadet participate in a mock range activity.**

Time: 30 min

Method: Practical Activity



Begin the handling test located at Attachment A during this TP. Where extra time is needed, conduct it at the beginning of TP 17.

Each cadet must successfully complete the handling test in order to fire the C7 rifle.

**ACTIVITY****OBJECTIVE**

The objective of this activity is to have the cadets practice performing firing drills and executing range commands.

**RESOURCES**

- C7 rifles (one per firing point),
- Magazines (minimum two per firing point),
- 5.56-mm dummy rounds (10 per cadet),
- Hearing protectors (one per firing point),
- Shooting mats (one per firing point), and
- C7 handling test located at Attachment A (one per cadet).

**ACTIVITY LAYOUT**

1. Find a safe area in which eight cadets with rifles can be pointed "down range."
2. Place eight shooting mats on the mock firing point.
3. Lay one rifle on each shooting mat.
4. Lay one pair of hearing protectors and one magazine with five dummy rounds on each shooting mat.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into relays of a maximum of eight.
2. Lead the first relay of cadets through a mock range activity using the following range commands:
  - (a) COVER OFF BEHIND THE FIRING POINT.
  - (b) ADOPT THE PRONE POSITION.
  - (c) PLACE HEARING PROTECTORS ON.
  - (d) PICK UP THE RIFLE.
  - (e) LOAD.
  - (f) RANGE OR READY.

## (g) FIRE.



Though there are no range commands for immediate actions, have the cadets complete the actions for them.

One way to do this is:

- Give the command CEASE FIRE.
- Ask the cadets to engage the bolt catch.
- Tell the cadets that they were firing down range and suddenly the rifle stopped.
- Have the cadets complete the immediate action.

(h) Unload.

(i) Prepare for inspection.

(j) Lay down the rifle.

(k) Take off hearing protectors.

(l) Stand up.

(m) Retire from the firing point.

3. Repeat Step 2 until there are no more relays.

4. Complete the handling test, located at Attachment A, as the cadets complete the activity.

### SAFETY

- Rifles shall always be pointed "down range".
- The cadets are to follow range rules and regulations throughout the activity.

---

### CONFIRMATION OF TEACHING POINT 13

---

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

### Teaching Point 14

**Explain and demonstrate field stripping the C7 rifle.**

Time: 5 min

Method: Demonstration



There are two degrees to which the C7 rifle can be stripped—detailed and field. During this training, the cadets will only be required to field strip the rifle.

Explain and demonstrate the process for field stripping a C7 rifle. Ensure all cadets can see the demonstration.

### FIELD STRIPPING THE C7 RIFLE

In order to clean the rifle, it must be field stripped. To field strip the C7 rifle:

1. Carry out an individual safety check (without operating the trigger).

2. Ensure the fire control selector is set to 'S' (safe).
3. Unlock the upper receiver by pushing / pulling the takedown pin.
4. Pull the cocking handle partially to the rear.
5. Remove the bolt.
6. Push the cocking handle fully forward.
7. Lay down the rifle.
8. Remove the bolt from the bolt carrier.
9. Lay down the bolt and bolt carrier.

---

### CONFIRMATION OF TEACHING POINT 14

---

The cadets' participation in field stripping the C7 rifle will serve as the confirmation of this TP.

---

### Teaching Point 15

**Explain and demonstrate cleaning the C7 rifle after a range practice.**

Time: 5 min

Method: Demonstration

---



The cleaning kit should contain the following items:

- a case,
- a four-piece rod,
- a swab holder,
- a bore brush,
- a chamber brush,
- a bolt key brush,
- a container of cleaner, lubricant, preservative (CLP),
- pipe cleaners, and
- swabs (38 mm by 50 mm).



There are three types of cleaning—regular, before firing and after firing. The cadets will be required to clean the rifle after firing on the range.

Explain and demonstrate the process for cleaning a C7 rifle. Ensure all cadets can see the demonstration.

## **CLEANING THE C7 RIFLE**

In order for the rifle to remain functional, regular maintenance of the rifle must be carried out regularly.

### **CHAMBER**

Clean with the chamber brush fitted to the cleaning rod.

### **Flash Suppressor**

Clean using the bore cleaning brush.

### **BARREL**

1. Insert the four-piece rod (about two turns short of being tight) with a swab moistened in CLP into the barrel (a portion should stick out through the muzzle).
2. Replace the swab holder with the bore brush and insert it into the barrel.
3. Repeat several times (rods may have to be loosened).
4. Pull a dry swab through and then pull a swab lightly lubricated with CLP through.

### **Bolt and Carrier**

1. Clean the interior of the bolt key with the bolt key brush then dry using a pipe cleaner.
2. Using a CLP lubricated swab, clean all the parts of the bolt.
3. Lubricate the bolt and bolt carrier.
4. Dry the bolt key and place one drop of CLP inside the tube.

### **Upper Receiver**

1. Clean the external surface with a lubricated CLP swab and a cleaning brush and wipe dry.
2. Clean the exterior of the gas tube that protrudes into the upper receiver using two rod pieces and a bore brush.
3. Use a pipe cleaner to clean as far into the gas tube as possible.
4. Clean the inner surfaces.
5. Lightly lubricate the inside of the upper receiver, outer surface of the barrel, front sight and the surface under the hand guard.
6. Push and pull the front sight and place two or three drops of CLP around the area, working it in.

### **Lower Receiver**

1. Clean the external surface with a lubricated CLP swab and a cleaning brush and wipe dry.
2. Clean the interior, paying special attention to the magazine housing and trigger group.
3. Apply CLP generously to the trigger group, takedown pin and pivot pin.

### **Butt and Hand Guards**

1. Wipe clean the external surfaces.
2. Do not oil the nylon surfaces.



When cleaning before firing, inspect the rifle to determine if it requires cleaning. In most cases, wiping exposed surfaces will be sufficient. If it is necessary to clean the rifle, it should be done the same as regular cleaning except that the bore, face of the bolt and the chamber must be free of lubricant.

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### CONFIRMATION OF TEACHING POINT 15

---

The cadets' participation in cleaning the C7 rifle will serve as the confirmation of this TP.

---

#### Teaching Point 16

**Explain and demonstrate assembling the C7 rifle.**

Time: 5 min

Method: Demonstration

---



Explain and demonstrate the process for assembling a C7 rifle. Ensure all cadets can see the demonstration.

### ASSEMBLING THE C7 RIFLE

To assemble the C7 rifle:

1. Replace the bolt in the bolt carrier.
2. Pull the cocking handle partially to the rear.
3. Place the bolt in the rifle.
4. Push the cocking handle fully forward.
5. Ensure the fire control selector is set to 'S' (safe).
6. Lock the upper receiver with the takedown pin.
7. Complete the function test by:
  - (a) cocking the rifle;
  - (b) attempting to fire with the fire control selector at 'S' (safe);
  - (c) setting the fire control selector to 'R' (repetition);
  - (d) firing the action;
  - (e) cocking the action while holding in on the trigger;
  - (f) releasing the trigger (after hearing the hammer fall);
  - (g) firing the action;
  - (h) setting the fire control selector to 'AUTO' (automatic);
  - (i) firing the action;
  - (j) cocking the action while holding in on the trigger;

- (k) releasing the trigger (after hearing the hammer fall);
- (l) returning the fire control selector to 'R' (repetition); and
- (m) closing the ejection port cover.

---

### CONFIRMATION OF TEACHING POINT 16

---

The cadets' participation in assembling the C7 rifle will serve as the confirmation of this TP.

---

#### Teaching Point 17

**Have the cadet fire 25 rounds with the C7 rifle.**

Time: 170 min

Method: Practical Activity



All familiarization firing must be lead by a Large Bore RSO (RSO [LB]). Consult and adhere to the policies outlined in CATO 14-41, *Use of C7/8 Within the CCO*, Appendix 3, Annex A.

All range activities shall be conducted IAW the Range Standing Orders specific to the area being used.

---

### ACTIVITY

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#### OBJECTIVE

The objective of this activity is to have the cadets fire 25 rounds using the C7 rifle.

#### RESOURCES

- C7 rifle (one per firing point),
- 5.56-mm ammunition (25 rounds per cadet),
- Magazines (minimum of three per cadet),
- Marksmanship target (one per firing point),
- Target frame (one per firing point),
- Hearing protectors (one per firing point),
- Shooting mats (one per firing point),
- First aid kit (one),
- Stretcher (one),
- Cell phone / radio (one),
- Folding tables (three),
- Empty sandbags (five),
- Green and red flags (two sets),
- Target patches (5 rolls),
- Where butts are being used:
  - helmets (one per person),

- pointers (one per person),
- communication device (two—one for the RSO and one for the butt party);
- Range standing orders (one),
- Cleaning kits (one per four cadets),
- C7 handling test located at Attachment A, if required (one per cadet), and
- Pen / pencil (five).

### ACTIVITY LAYOUT

Set up the firing points, targets and butts (if applicable).

### ACTIVITY INSTRUCTIONS

1. Brief the cadets on the range activity.



If the cadets are expected to signal in the butts, a briefing shall take place before beginning the activity.

2. Have each cadet complete the C7 rifle handling test, where required.
3. Divide the cadets into relays.
4. Lead the first relay of cadets through the range activity using range commands.



Ensure the cadets are given the opportunity to view their targets at least once throughout the familiarization fire. They may then make adjustments, if desired, to try to improve.

5. Repeat Step 4 until there are no more relays.
6. Have the cadets field strip, clean and assemble the C7 rifle, in groups of four.

### SAFETY

- Rifles shall always be pointed down range.
- The cadets are to follow all range rules and regulations throughout the activity.

---

### CONFIRMATION OF TEACHING POINT 17

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

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### END OF LESSON CONFIRMATION

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The cadets' participation in firing the C7 rifle will serve as the confirmation of this lesson.

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## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

It is important for cadets to participate in Canadian Forces (CF) familiarization activities. Firing the C7 rifle is one of the many CF familiarization activities in which cadets can develop a connection to and knowledge about the CF.

### INSTRUCTOR NOTES / REMARKS

Each cadet must successfully complete the C7 Rifle Handling Test (located at Attachment A) prior to firing the rifle.

The cleaning kit contains the following:

- a case,
- a four-piece rod,
- a swab holder,
- a bore brush,
- a chamber brush,
- a bolt key brush,
- a container of cleaner, lubricant, preservative (CLP),
- pipe cleaners, and
- swabs (38-mm by 50-mm).

All familiarization firing must be led by a Range Safety Officer (Large Bore - C7). Consult and adhere to the policies outlined in CATO 14-41 *Use of C7/8 Within the CCO*, Appendix 3, Annex A.

The firing shall be familiarization and shall include an inspection of targets at least once throughout the 25 rounds to allow the cadets to make adjustments if inclined to do so.

Where butts are being used, time shall be spent instructing the cadets on their operation.

Assistant instructors are required for this lesson.

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## REFERENCES

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A2-062 B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8* (Vol. 18). Ottawa, ON: Department of National Defence.

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### C7 RIFLE HANDLING TEST

Cadet Name: \_\_\_\_\_

Division: \_\_\_\_\_

#### SAFETY PRECAUTIONS

ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1. Adopt the standing load position (if required).	Yes	No
2. Pull the cocking handle to the rear and engage the bolt catch.	Yes	No
3. Tilt the rifle and inspect the chamber.	Yes	No
4. Ensure the rifle is clear.	Yes	No
5. Pull the cocking handle fully to the rear.	Yes	No
6. Allow the action to go forward under control and strike the forward assist.	Yes	No
7. Fire the rifle.	Yes	No
8. Close the ejection port cover.	Yes	No
9. Lay down the rifle with the ejection port cover facing up.	Yes	No

#### LOAD

ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1. Pick up a magazine.	Yes	No
2. Check to see if the rounds are positioned correctly.	Yes	No
3. Push the magazine firmly into the magazine housing.	Yes	No
4. Check that the magazine is secure by pulling downwards.	Yes	No
5. Return the hand to hold the rifle.	Yes	No

#### READY OR RANGE

ACTION TO BE CARRIED OUT BY THE CADET	ACTION COMPLETED	
1. Check the front and rear sights to ensure they are set correctly.	Yes	No
2. Cock the rifle.	Yes	No
3. Strike the forward assist.	Yes	No
4. Close the ejection port cover.	Yes	No
5. Ensure the fire control selector is set to 'S' (safe).	Yes	No
6. Return the hand to hold the rifle.	Yes	No

**IMMEDIATE ACTION–BOLT AT REAR**

**"The rifle is firing alright and then suddenly stops."**

The cadet shall cant the rifle and examine the bolt position.

**"The bolt is fully to the rear."**

<b>ACTION TO BE CARRIED OUT BY THE CADET</b>	<b>ACTION COMPLETED</b>	
1. Check for an empty magazine and change.	<b>Yes</b>	<b>No</b>
2. Disengage the bolt catch.	<b>Yes</b>	<b>No</b>
3. Strike the forward assist and continue firing.	<b>Yes</b>	<b>No</b>

**IMMEDIATE ACTION–BOLT FULLY FORWARD**

**"The rifle is firing alright and then suddenly stops."**

The cadet shall cant the rifle and examine the bolt position.

**"The bolt is fully forward."**

<b>ACTION TO BE CARRIED OUT BY THE CADET</b>	<b>ACTION COMPLETED</b>	
1. Ensure the magazine is seated properly and locked in place.	<b>Yes</b>	<b>No</b>
2. Cock the rifle and watch for a round or empty casing to eject.	<b>Yes</b>	<b>No</b>
3. Strike the forward assist and continue firing.	<b>Yes</b>	<b>No</b>

**IMMEDIATE ACTION–BOLT PARTIALLY FORWARD**

**"The rifle is firing alright and then suddenly stops."**

The cadet shall cant the rifle and examine the bolt position.

**"The bolt is partially forward and there is an obstruction."**

<b>ACTION TO BE CARRIED OUT BY THE CADET</b>	<b>ACTION COMPLETED</b>	
1. Cock the rifle and engage the bolt catch.	<b>Yes</b>	<b>No</b>
2. Examine the chamber.	<b>Yes</b>	<b>No</b>
3. Remove the magazine if a live round or empty casing is in the chamber.	<b>Yes</b>	<b>No</b>
4. Clear the obstruction.	<b>Yes</b>	<b>No</b>
5. Replace the magazine.	<b>Yes</b>	<b>No</b>
6. Disengage the bolt catch.	<b>Yes</b>	<b>No</b>
7. Strike the forward assist and continue firing.	<b>Yes</b>	<b>No</b>

**UNLOAD**

<b>ACTION TO BE CARRIED OUT BY THE CADET</b>		<b>ACTION COMPLETED</b>	
1.	Set the fire control selector to 'S' (safe).	<b>Yes</b>	<b>No</b>
2.	Remove the magazine.	<b>Yes</b>	<b>No</b>
3.	Cock the rifle twice.	<b>Yes</b>	<b>No</b>
4.	Pull the cocking handle to the rear and engage the bolt catch.	<b>Yes</b>	<b>No</b>
5.	Tilt the rifle to the left and wait to be cleared by the RSO.	<b>Yes</b>	<b>No</b>
6.	Disengage the bolt catch.	<b>Yes</b>	<b>No</b>
7.	Strike the forward assist.	<b>Yes</b>	<b>No</b>
8.	Set the fire control selector to 'R' (repetition).	<b>Yes</b>	<b>No</b>
9.	Fire the rifle.	<b>Yes</b>	<b>No</b>
10.	Close the ejection port cover.	<b>Yes</b>	<b>No</b>
11.	Lay down the rifle.	<b>Yes</b>	<b>No</b>

Comments:

RSO (LB) Signature: \_\_\_\_\_

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 4**

**EO MX20.01D – PARTICIPATE IN A MESS DINNER**

Total Time:

One session = 90 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX20.01D (Participate in a Mess Dinner) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

One week prior to the mess dinner, photocopy and distribute the appropriate elemental Cadet Mess Dinner pamphlet, located at Annexes A–C, for each cadet.

One week prior to the mess dinner, photocopy and distribute the Role of the President of the Mess Committee (PMC) handout, located at Annex D, to the cadet filling the role of PMC.

One week prior to the mess dinner, photocopy and distribute the Role of the Vice-President of the Mess Committee (VPMC) handout, located at Annex E, to the cadets filling the role of VPMC.

Refer to the Organize a Mess Dinner Aide-Memoire located at Annex F to guide the preparation of the mess dinner.

Brief the cadets on the expected dress for the mess dinner.

**PRE-LESSON ASSIGNMENT**

Have the cadets read the applicable Cadet Mess Dinner pamphlet in preparation for the mess dinner.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience a mess dinner in a safe, controlled environment. This activity is an interactive way to build on the cadets' knowledge of the CAF.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this session the cadets shall have participated in a mess dinner.

## IMPORTANCE

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the CAF. Historically, military organizations have taken on a life and routine based upon discipline, order, and traditions that differ from civilian life. This boosts morale and develops esprit de corps.

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## ACTIVITY

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The protocols and procedures for a Mess Dinner must be adapted to fit the regulations of the Cadet Program. While the tradition in the CAF calls for the serving of alcohol, IAW CATO 13-23, *Drug and Alcohol Policy*, cadets will not be served alcohol. Grape juice may be substituted for port during a cadet mess dinner.

1. Conduct a mess dinner, to include:
  - (a) pre-dinner gathering,
  - (b) mess calls,
  - (c) arrival of the head table,
  - (d) dinner,
  - (e) passing of the port,
  - (f) loyal toast,
  - (g) marches,
  - (h) speeches, and
  - (i) departure of the head table.
2. Have the cadets sign a guest book reflecting on their experience.

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## CONCLUSION

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### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Participating in a mess dinner has allowed you to experience CAF customs, traditions, and rituals. Mess dinners are happy occasions that allow all members, regardless of rank, to meet on an occasion where good manners are expected.

### INSTRUCTOR NOTES / REMARKS

There are numerous leadership opportunities for cadets when conducting a mess dinner:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the mess dinner as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments

such as acting as the Mess President and the Mess Vice-Presidents IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

The organization of the mess dinner shall be based on human and material resources available to the corps / squadron.

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## REFERENCES

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A-CR-050-801/PH-001 Directorate of Cadets 6. (2009). *Training plan DP1 Cadet Instructors Cadre: Basic Officer Training Course*. Ottawa, ON: Department of National Defence.

A-AD-200-000/AG-000 Director Honours and Recognition. (1999). *The honours, flags and heritage structure of Canadian Forces*. Ottawa, ON: Department of National Defence.

A-AD-262-000/AG-000 Director of Physical Education, Recreation and Amenities. (1984). *Mess administration*. Ottawa, ON: Department of National Defence.

CFACM 1-900 Air Command. (2007). *Air command mess dinner procedures*. Ottawa, ON: Department of National Defence.

HMCS Queen Regina's Naval Reserve Division. (2009). *Chief Petty Officers & Petty Officers mess dinner naval customs*. Retrieved April 28, 2009, from <http://www.hmcsqueen.ca/cpomessdinner.pdf>.

Love, D.W. (1990). *Manual of Canadian naval etiquette*. Victoria, BC: VENTURE, The Naval Officer Training Centre.

ReadyAyeReady (2009). *Naval Toasts of the Day – Customs and Traditions: Naval toasts of the day*. Retrieved April 1, 2009 from <http://www.readyayeready.com/tradition/naval-toasts-of-theday.htm>

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## Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the toast of the day, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the PMC or VPMC taps the table, there must be silence until they have finished speaking.

Requests are made via the VPMC. When a diner is coming to the table late, or is returning after leaving, the PMC's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the PMC and VPMC will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the PMC, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).

## Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table



## Sea Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Armed Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

### Before Dinner Gathering

Cadets and guests are invited to arrive a half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

### Introductions

All guests should be introduced to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am \_\_\_\_". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is \_\_\_\_".

### Mess Calls

A bugler sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to use the washroom before the start of the mess dinner. In the absence of a bugler, the mess call may be verbal.

### Seating Plans

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

### Marching In

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

### Grace

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplain is present, they would give the grace.

### Passing the Port

In a naval mess, the decanters should be slid to the left and never leave the table. Passing the port along the table was implemented for practical reasons, as lifting a heavy decanter off a table in a moving ship might mean the table coming up quickly under the decanter and potentially spilling the port.

### Loyal Toast

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The VPMC announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. In the navy, the Loyal Toast is given seated.

Naval members **never** clink glasses during any toast or greeting. This custom comes from the old belief that "a glass that rings tolls the death of a sailor". Instead, a sailor forwards the back of their hand with the glass in it.

### Toast of the Day

Following the loyal toast the President will call upon a member to give the toast of the day.

Monday -	Our Ships	Friday -	Our Nation
Tuesday -	Our Sailors	Saturday -	Our Families
Wednesday -	Ourselves	Sunday -	Absent Friends
Thursday -	Our Navy		

### Marches

Following the toasts, "*Heart of Oak*" is played. If any other elements are present, the appropriate march is played. A member only stands at attention for their own march.

### Speeches

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

### Departing the Dining Room

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

### Dinner Etiquette

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

### President of the Mess Committee (PMC)

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

### Vice-President of the Mess Committee (VPMC)

The Vice-President assists the President in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the President from members, call the President's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

## Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the loyal toast, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the PMC or VPMC taps the table, there must be silence until they have finished speaking.

Requests are made via the VPMC. When a diner is coming to the table late, or is returning after leaving, the PMC's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the PMC and VPMC will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the PMC, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).

## Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table



## Army Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Armed Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

### Before Dinner Gathering

Cadets and guests are invited to arrive half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

### Introductions

All guests should be introduced to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am \_\_\_\_". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is \_\_\_\_".

### **Mess Calls**

A bugler or piper sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to visit the washroom before the start of the mess dinner. In the absence of a bugler or piper, the mess call may be verbal.

### **Seating Plans**

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

### **Marching In**

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

### **Grace**

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplain is present, they would give the grace.

### **Passing the Port**

In an army mess, the decanters should be moved to the left and placed soundly on the table by each member. The port should not be placed so soundly as to disturb other items on the table, to cause spillage of the port, or to cause damage.

### **Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The VPMC announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. The loyal toast is given while standing.

### **Marches**

Following the toasts, the regimental march past is played. If any other elements are present, the appropriate march is played. A member only stands at attention for their own march.

### **Speeches**

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

### **Departing the Dining Room**

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

### **Dinner Etiquette**

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be played with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

### **President of the Mess Committee (PMC)**

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour, and escorts the guest of honour out of the dining room.

### **Vice-President of the Mess Committee (VPMC)**

The Vice-President assists the President in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the President from members, call the President's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

## Rules of Order

The rap of the gavel for grace signals the official start of dinner. Between then and the toast of the day, the following rules of order are in force:

No one may come in and sit down at the table, leave the table, read (except the menu and musical program), or send or receive messages.

Whenever the President or Vice-President taps the table, there must be silence until they have finished speaking.

Request are made via the Vice-President. When a diner is coming to the table late, or is returning after leaving, the President's permission must be given.

There are no ranks or titles in the mess. All members present address each other as: Mister, Miss, or Missus. Only the President and Vice-President will be addressed by title.

No member shall engage in conversation with the Head Table or the opposite table. Members shall only converse with those across, beside, and diagonal from themselves.

No diner may begin a course before the President, use foul language, discuss political or other controversial subjects, talk about work, speak in a foreign language (except when foreign guests are present) or tell rude or insulting jokes.

Members shall not clap. Instead diners shall rap the table lightly to express their opinion and solicitations.

Members shall not propose a toast (this includes "cheers" or similar remarks or raising a glass in greeting).

## Mess Dinner Program

Before Dinner Gathering

Mess Call

Arrival of the Head Table

Dinner Course

Passing the Port

Toasts

Marches

~ Break ~

Coffee / Dessert

Speeches

Departure of the Head Table



## Air Cadet Mess Dinner

The mess dinner is a ceremonial occasion when military personnel dine together formally and is one of the most important traditions of the Canadian Forces (CAF). In addition to educating cadets about an important CAF tradition, the mess dinner is also relevant because the basic rules of conduct observed are those of polite society.

### Before Dinner Gathering

Cadets and guests are invited a half hour before the set time for dinner. During this period, members consult the seating plan and meet the guest of honour. During the gathering, all members pay their respects to the guest of honour providing this can be done without undue interruption to conversation with senior guests.

### Introductions

All guests should be introduced by their escorts to as many of the other members present as feasible. When introducing oneself it is customary to say, "Mr. Bloggins, I would like to introduce myself. I am \_\_\_\_". If you don't know to whom you are speaking, it is customary to say, "Please let me introduce myself. My name is \_\_\_\_".

### **Mess Calls**

A bugler or piper sounds a call at 15 minutes prior to dinner. This alerts guests to prepare to move to the dining room and to use the washroom before the start of the mess dinner. In the absence of a bugler or piper, the mess call may be verbal.

### **Seating Plans**

A Mess Dinner seating plan is formally arranged and the plan is drawn up and displayed. Individual places are marked with a name card. Members must sit in their assigned seat; shifting of places is not permitted.

### **Marching In**

Five minutes prior to the meal time the senior steward enters the anteroom and reports to the PMC, "Dinner is served, Sir/Ma'am". Members move to their assigned seat and stand behind their chair. When all members are in place, the PMC and guest of honour make their way into the dining room. If a band is present, they may play "*The Roast Beef of Olde England*". No one may take their seats before the PMC.

### **Grace**

When all diners are seated the PMC raps the table for silence with a gavel. The PMC requests a member of the mess to say grace. If a Chaplain is present, they would give the grace.

### **Passing the Port**

In an air mess, the decanters should be moved to the left, never being placed on the table. The only time the decanter should be placed on the table is when the decanter is emptied, needing to be refilled or replaced, or when it arrives back to the PMC / VPMC.

### **Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast. The loyal toast is given while standing.

### **Marches**

Following the toasts, "*Royal Canadian Air Force*" is played. If any other elements are present, the band will play the appropriate march. A member only stands at attention for their own march.

### **Speeches**

After the toasts and marches have been completed, the PMC may open the floor to speeches by special guests.

### **Departing the Dining Room**

Upon completion of all mess functions, the PMC shall conclude the mess dinner with a rap of the gavel. All members will stand for the departure of the head table.

### **Dinner Etiquette**

Keep elbows close to the sides at all times and never place them on the table.

Silverware or glasses must not be placed with.

Silverware is laid out in the order in which it is to be used; the knives to the right of the plate and the forks to the left.

Bread must be broken with the fingers.

Never speak with food in the mouth or make gestures while utensils are in hands.

Never ask for anything that is not offered on the table such as butter, vinegar, or ketchup.

Tea or coffee should be sipped and the cup is replaced to the saucer between sips.

### **President of the Mess Committee (PMC)**

The PMC is in absolute charge, regardless of rank or seniority. The PMC greets the guest of honour; escorts the guest of honour into the dining room, asks for grace to be said, levies fines against misbehaving members, begins passing the port, gives the loyal toast, dismisses for breaks, introduces the guest of honour; and escorts the guest of honour out of the dining room.

### **Vice-President of the Mess Committee (VPMC)**

The VPMC assists the PMC in maintaining order during the Mess Dinner. They direct members to the dining room, pass on messages to the PMC from members, call the PMC's attention to any misbehaviour from other tables, begin passing the port, and assist in the Loyal Toast.

## **ROLE OF THE PRESIDENT OF THE MESS COMMITTEE (PMC)**

### **Greeting the Guest of Honour**

The PMC shall meet the guest of honour in the foyer of the mess, escort them into the before-dinner gathering and introduce them to the attendees and guests.

### **Escorting the Official Host or Guest of Honour**

A bugler / piper, when available, shall make the appropriate calls to announce dinner. Following the second call, the PMC shall escort the guest of honour to the head table. In the absence of a bugler / piper, the mess call may be verbal.

### **Grace**

Once the chief steward has advised the Vice-President of the Mess Committee (VPMC) that everyone is present, the PMC shall rap the gavel and ask the chaplain, or a previously designated member (often the most junior member present), to say grace.

### **Passing the Port**

The PMC will indicate that the port may be passed by pouring a small amount of port into a glass, tasting it, and passing the decanter to the left.

### **Saying the Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada". Diners announce individually "The Queen / La Reine" and take the Loyal Toast.

### **Dismissing for Breaks**

The PMC may decide that a short break is needed if lengthy after-dinner speeches and presentations are scheduled. The break may be given before or after the passing of the port. The PMC shall announce that the head table members will leave the dining room first for the break and give a duration for the break. At the end of the break, the PMC shall rap the gavel for attention.

### **Introducing the Guest of Honour**

The PMC shall introduce the guest of honour and other head table guests at an appropriate time during the dinner. All speeches are given after the toasts after which the PMC will make any announcements appropriate to the occasion.

### **Misbehaviour and Fines**

When misbehaviour or transgressions of the rules of order in the mess occur, the PMC may:

1. warn the diner;
2. order an apology;
3. order a performance;
4. order a fine;
5. order the person to leave the mess; or
6. order any other fine deemed acceptable.

A member coming late to dinner may have their excuse accepted, but be refused permission to dine. The member may also be fined.

The following guidelines apply to fines:

- Fines imposed on a guest must be paid by their host.
- Fines are paid after the toasts.
- A diner may call the PMC's attention to a misdemeanour, but would be wise to ask permission to repeat, or demonstrate the infractions of the rules as to avoid a fine.

When dinner is finished and the tables cleared the senior steward reports to the President, "Table cleared, Sir / Ma'am".

### **Departing the Dining Room**

When all speeches have concluded, the PMC indicates the end of the dinner and leads the head table out of the dining room.

## **ROLE OF THE VICE-PRESIDENT OF THE MESS COMMITTEE (VPMC)**

As VPMC of the mess dinner you will assist the President of the Mess Committee (PMC) in maintaining order and, depending upon your corps / squadron, will:

### **Maintain Order**

The VPMC can assist the PMC by controlling the behaviour of the table leg for which they are responsible and calling attention to inappropriate behaviour from other legs. The VPMC can also suggest appropriate fines for inappropriate behaviour.

### **Directing the Attendees to the Dining Room**

The VPMC shall ensure that all personnel move quickly into the dining room and take position as soon as all personnel have entered the dining room. The chief steward shall discretely advise the VPMC that everyone is present.

### **Pass on Messages to the President from Members**

If a diner wishes to address the PMC, they should make their wish known to a VPMC who then raps the gavel for silence, stands, faces the PMC and asks permission for the member to address the PMC.

### **Call to the PMC's Attention any Misbehaviour from other Tables**

It is the duty of the VPMC to assist the PMC in maintaining order and discipline. As such, the VPMC needs to be aware of the conduct of all members of the mess, not just the members of which they are responsible. If the VPMC notices any behaviour that they feel is against the order and etiquette expected, they should bring it to the attention of the PMC.

### **Begin Passing the Port**

If there are multiple decanters of port, the VPMC may control the passing of the port to the members of which they are responsible. The VPMC passes the port to the left and stoppers the decanter once it has made its way around the table. The VPMC pour their port last.

### **Give the Loyal Toast**

The PMC calls upon the VPMC to toast the Queen of Canada. For example, they may say, "Mr. Vice, The Queen of Canada", or "Monsieur le vice-president, La Reine du Canada". The Vice-President announces, in the other official language, "Ladies and gentlemen, The Queen of Canada" or, "Mesdames et messieurs, La Reine du Canada".

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## **ORGANIZE A MESS DINNER AIDE-MEMOIRE**

**DRESS.** The mess dinner is traditionally a formal dinner. As such, members attending the mess dinner are dressed in formal attire. Members of the military would wear the Number 2 order of dress, called mess dress, and this is true for cadets as well. Check the applicable dress CATO for further clarification.

**OFFICIAL HOST.** The Official Host of the Mess Dinner shall normally be the Commanding Officer of the cadet corps / squadron or representative.

**GUEST OF HONOUR.** The Guest of Honour, if there is one, shall be escorted to the mess by the President of the Mess Committee (PMC). In the absence of a Guest of Honour, the Official Host may be used.

**PMC GREETING.** The PMC shall meet the Official Host and the senior guest in the foyer of the mess and shall escort them to the before-dinner gathering where they shall present them to the mess membership.

**MESS CALL.** A signal (bugler, piper, recorded music, verbal cue) shall call the assembly to dinner. The first call occurs 15 minutes prior to the start of dinner. The second call occurs 5 minutes prior to the start of dinner. Following the second call, the PMC shall escort the Official Host / Guest of Honour to the head table. The Vice-President of the Mess Committee (VPMC) shall ensure that all personnel move quickly into the dining room and shall take their position as soon as all personnel have entered the dining room. Once assembled personnel have taken their position behind their respective seats, the VPMC informs the PMC that everyone is present. At that point the PMC shall rap his/her gavel and ask the previously designated member (quite often the most junior member present), to say grace. At the completion of grace, all shall be seated.

**INTRODUCTION BY PMC.** At the beginning of the dinner after everyone is seated the PMC shall introduce the head table.

**DINNER ETIQUETTE.** The mess dinner is a time to appreciate the fellowship and conversation of fellow personnel and guests, to enjoy good food and to enjoy relaxed formality in an elegant setting. Diners should not display immature or offensive behaviour.

**FINES.** If members behave in an immature or offensive manner they may be fined. If not taken to an extreme this can be an entertaining part of a mess dinner. Fines are imposed for members who break, bend, or knowingly conceal a breach of mess rules by another member.

Fines levied against an individual may vary:

- dismissal from the mess;
- apology;
- performance;
- warning; or
- any other fine deemed acceptable by the President.

**BREAK.** On occasions where lengthy after-dinner formalities such as speeches and presentations are scheduled, the PMC may decide that a short break is needed which, at their discretion, may occur before or after the passing of the Port depending on the number and length of speeches and the number of diners in attendance. At the end of the break, the PMC shall rap the gavel for attention.

**PASSING THE PORT.** After the last course has been served and the tables have been cleared or after the break, decanters shall be placed on the tables. The Mess Manager or person acting as Chief Steward shall indicate to the PMC that the Port is ready to be passed. At that point the stoppers shall be removed, and the PMC will indicate that the Port may be passed by pouring a small amount of Port into their glass, tasting it, and

passing the decanter to the left. The passing of the port shall be done in accordance with elemental tradition. Once Port has been poured into the glass, it shall not be touched until it is time for the Loyal Toast.

**ALCOHOLIC BEVERAGES.** As per regulation, alcoholic beverages shall not be served at the mess dinner. Grape juice shall be used to uphold the tradition of passing the Port. All references to Port in this document refer to Grape Juice.

**LOYAL TOAST.** When the Mess Manager, or person acting as Chief Steward, has indicated to the PMC that all have been served Port, the PMC shall rap the gavel for attention, all conversation shall cease, the PMC shall rise, and shall announce to the Vice-PMC, either, "Mr. Vice, The Queen of Canada", or "Monsieur le vice président, La Reine du Canada". The Vice-PMC will then rise and announce in the other official language, "(ladies and) gentlemen, The Queen of Canada" or, "(Mesdames et) messieurs, La Reine du Canada", as appropriate. At that point all personnel and guests shall rise and shall pick up their glass of Port and hold it at waist level announcing individually, in French or English, "The Queen"/"La Reine", and take the Loyal Toast. Glasses shall be lowered to the table, and the assembly shall be seated. It is important to note that it is naval tradition to remain seated for the loyal toast.

**OTHER TOASTS - Toasts of the Day.** The toast of the day is a naval tradition to link service aboard ship to all aspects of a member's life. Each day of the week, a different toast is given. The following are the toasts of the day:

Monday – our ships,  
Tuesday – our sailors,  
Wednesday – ourselves,  
Thursday – our navy,  
Friday – our nation,  
Saturday – our families, and  
Sunday – absent friends.

The PMC will then make any announcements appropriate to the occasion, and introduce the Official Host if the latter wishes to speak. The Official host will introduce the Guest of Honour. The PMC, Official Host and Guest of Honour are not to be interrupted during their remarks.

**DEPARTING THE DINING ROOM.** When all speeches have been concluded and the Official Host has indicated to the PMC that it is time to depart the dining room, all in attendance shall rise and remain standing until the Official Host, Senior Guest, PMC, and head table guests have moved from the dining room.

**SEATING ARRANGEMENT.** The tables of the mess dinner can be arranged in many ways. They may be arranged as a long table or a head table with several legs. The seating of the PMC and VPMC may also vary. Below are some examples of seating arrangements.

When placing members at tables, it is important to have a mix of ranks at each table. Whenever possible, genders should be mixed. Tables should be filled from the head table towards the end of the leg and there should never be empty place settings. If a member is unable to attend, their place setting should be removed and the remaining members should spread to fill in the empty space.

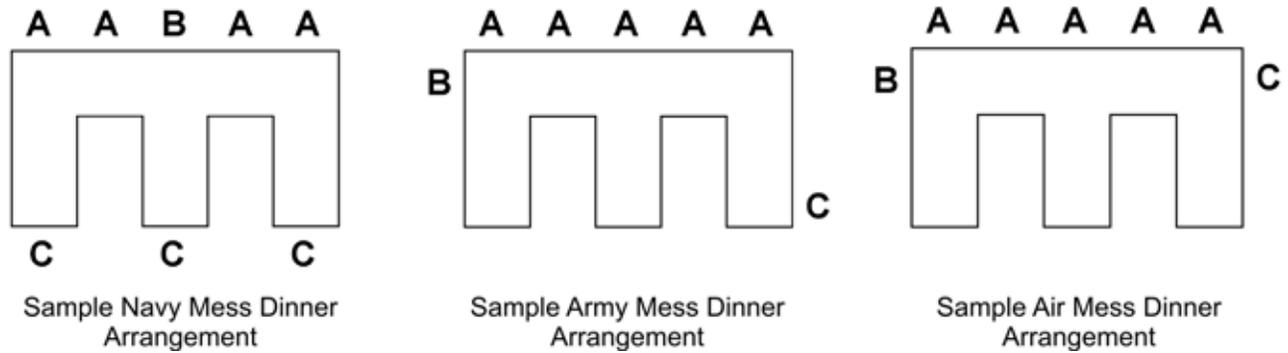


Figure F-1 Sample Elemental Dinner Arrangements

Symbol	Meaning
A	Invited Guests
B	President of the Mess Committee
C	Vice President of the Mess Committee

**PLACE SETTINGS.** Traditionally, mess dinners are a formal occasion with formal place settings. A variety of utensils may be used. Diners should use utensils starting with the utensils on the outside. Utensils are changed with each course of the meal.

A variety of glasses may also be used. Each glass has a specific purpose. As there will be no alcohol served during the dinner, it is acceptable to only use one glass.

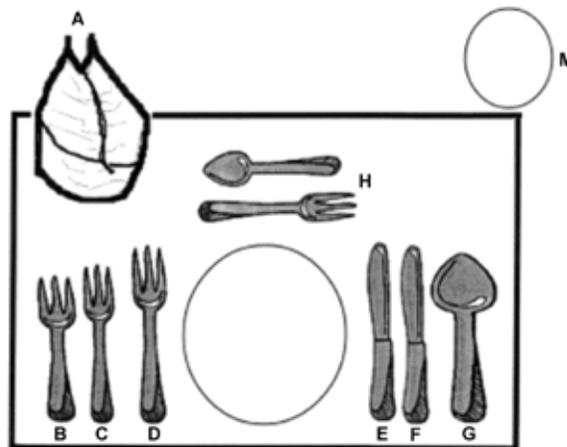


Figure F-2 Table Setting

#### Napkin and Dinner Roll (Item A)

The napkin and dinner roll will be placed on the table at the place setting prior to diners taking their seats.

#### Salad Fork (Item B)

The first course is either a mixed green or fruit salad. Eat the salad with the salad fork found on the extreme left of the dinner plate. No knife is to be used with the salad. If the salad cannot be picked up with the fork it must be left on the plate. Do not push food onto the fork with fingers.

While eating the appetizer, the fork should be laid at a 45-degree angle from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed, the fork is placed at a six o'clock on the plate to indicate to the steward the meal is complete.

### Soup Spoon (Item G)

Eat the soup with the soup spoon found on the extreme right of the dinner plate. Soup is always taken from the side of the spoon. The motion of the spoon should be from the front to the back of the bowl. Never tip the bowl to get the last drop or blow on the soup to cool it.

While eating the soup, the spoon should be laid at a 45-degree angle from the centre of the bowl to indicate to the steward the meal is not completed. When the course is completed the spoon is placed at a six o'clock in the bowl to indicate to the steward the meal is complete.

### Fish Fork and Knife (Items C and F)

Use the fish knife found on the extreme right and the middle fork to eat the fish course. Place the knife in the right hand and the fork in the left. A left-handed person may reverse the cutlery. While eating the fish, the fork and knife should be laid at a 45-degree angle from one another from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed the fork and knife are placed together at a 45-degree angle from the centre of the plate to indicate to the steward the meal is complete.

### Dinner Fork and Knife (Items D and E)

Use the last set of cutlery on either side of the plate to eat the main course. The cutlery is held in the same way as the fish course. Never pick up the meat with the hands. Only eat what can be cut with the knife and fork.

While eating the main course, the fork and knife should be laid at a 45-degree angle to one another from the centre of the plate to indicate to the steward the meal is not completed. When the course is completed the fork and knife are placed together at a 45-degree to indicate to the steward the meal is complete.

### Dessert Service (Item H)

The last course is dessert. There are two pieces of cutlery laid out for dessert found at the top of the place setting. It is only necessary to use one. The dessert is the end of the meal, but not the end of the dinner. While eating the desert, the spoon or fork should be laid at a 45-degree angle to indicate to the steward the meal is not completed. When the course is completed the spoon or fork is placed at six o'clock on the plate to indicate to the steward the meal is complete.

### Water Glass (Item M)

Water will be served to all members prior to the start of the dinner.



**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 5**

**EO MX20.01E – ATTEND A CAF PRESENTATION**

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Total Time:

One session (3 Periods) = 90 min

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 6**

**EO MX20.01F – ATTEND A CAF COMMEMORATIVE CEREMONY**

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Total Time:

One session (3 periods) = 90 min

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

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED FORCES  
(CAF) FAMILIARIZATION**



**SECTION 7**

**EO MX20.01G – PARTICIPATE IN CAF VIDEO ACTIVITIES**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX20.01G (Watch a CAF Familiarization Video) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Instructors may choose their own CAF Familiarization video and create their own fun and interactive activities, or choose a video from the following list:

- *A War Of Their Own – The Canadians in Sicily and Italy – Part 1* (60 minutes),
- *A War Of Their Own – The Canadians in Sicily and Italy – Part 2* (60 minutes),
- *Operation Apollo – The Canadian Navy in the War Against Terrorism, 2001-2003* (30 minutes),
- *The Boys of Kelvin High – Canadians in Bomber Command – Part 1* (60 minutes),
- *The Boys of Kelvin High – Canadians in Bomber Command – Part 2* (60 minutes),
- *The Van Doos in Afghanistan* (45 minutes), and
- *The International Fleet Reviews of The Canadian Navy Centennial 2010* (22 minutes).

Photocopy the applicable video question page, located at Annex A, for each cadet or prepare your own. Answer pages are located at Annex B.

Gather the required resources:

- video equipment (eg, television, DVD player, tablet, laptop, speakers),
- video, and
- any other resources required as per the selected activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of the CAF.

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## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this session the cadets shall have watched a CAF Familiarization video.

### IMPORTANCE

It is important for cadets to watch a CAF video as a part of stimulating an interest in the sea, land and air activities of the CAF.

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## ACTIVITY

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1. Conduct an introductory activity to ascertain the cadets' knowledge of the topic of the video they will be watching. Check the suggested activities instructor box below for activities. Introductory activities should cover the following:
  - (a) the significance of the video(s) being watched, or
  - (b) the role of the CAF in the video.
2. Distribute the applicable video question page located at Annex A and provide any additional details to the cadets.
3. Have the cadets watch the video.
4. Conduct a debriefing and have the cadets reflect on what they saw and how it affected their perceptions of the CAF. Check the suggested follow-up activities box below for activities.



### **SUGGESTED INTRODUCTORY ACTIVITIES**

**Brainstorm.** As a large group or in smaller groups, have the cadets list what they know about the video topic (eg, WW II Bombers). If the video topic is not well-known, prepare questions that may help stimulate the cadets' thinking (eg, What was the role of Bomber Command? Where were the bombers located? How many crew were in a bomber?). If conducted as a large group, write down key words in a thought web as the cadets brainstorm.

**Think – Pair – Share.** Have the cadets individually think about and list what they know about the video topic (eg, Operation Apollo). Have the cadets share what they know about the video topic with a partner. Invite the cadets to share what they learned from their partner with the larger group.

**KWL Chart.** Have the cadets complete a chart with three columns:

- what they **K**now about the video topic (eg, the International Fleet Review),
- what they **W**ant to know about the video topic, and
- what they have **L**earned about the video topic (to be completed after watching the video as part of the follow-up activity).



### **SUGGESTED FOLLOW-UP ACTIVITIES**

**Highlights.** Have the cadets individually list the three most interesting or surprising things they learned from watching the video. Have the cadets share and discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.

**Cadets' Questions.** Have the cadets write a question they have after watching the video. In other words, what more would they like to learn about this topic? Answer the cadets' questions or challenge them to find out the answer to their own question prior to the next session.

**Activity Leader's Questions.** Have the cadets respond to thought-provoking questions about the video topic. For example, if the video topic is Operation Apollo, questions could include: How did the Canadian Government's resolution to not become involved in the offensive operations in Iraq affect the Canadian ships in the Persian Gulf. Do you agree with the Government's decision? Why?

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## **CONCLUSION**

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### **METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

It is important for cadets to have an understanding of the sea, land and air activities of the CAF.

### **INSTRUCTOR NOTES / REMARKS**

There are potential leadership opportunities for cadets when conducting CAF Familiarization video activities:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF Familiarization video activity.

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## **REFERENCES**

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DVD Video Chadderton, H. C. (Producer) (2000). *A war of their own: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.

DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian navy in the war against terrorism – 2001-2003*. Canada: Magic Light Publishing.

DVD Video H. Chadderton, H. C. (Producer) (2005). *The boys of Kelvin High: Canadians in bomber command*. Ontario: The War Amps of Canada.

DVD Video Guilmain, C. (Director) (2012). *The van doos in Afghanistan*. National Film Board of Canada.

DVD Video (2010). *The international fleet reviews of The Canadian navy centennial 2010*. Canada: Department of National Defence.

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***The Boys of Kelvin High***  
***The End of the Beginning***  
**Questions - Part 1**

Run Time: 57 min 30 sec

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Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *The End of the Beginning* follows the airmen through training, crewing up, the Battle of the Ruhr and the Dambusters Raid.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 8:00 – A Lancaster Crew that "goes for the chop?" has been

\_\_\_\_\_.

2. 14:00 – From the list below, circle five of the jobs that recruits may have been chosen for at Number 1 Air Training School in 1940:

Pilot	Navigator	Mechanic	Stewart
Bomb Aimer	Wireless Operator	Gunner	

3. 20:25 – Canadian's accounted for \_\_\_\_\_% of British Bomber Crews.

4. 29:10 – The head mechanic was often called \_\_\_\_\_.

5. 33:35 – What is the traditional meal that flight crews eat before departing on a mission?

\_\_\_\_\_ and \_\_\_\_\_.

6. 40:00 – Pathfinders bomber crews were:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. 49:45 – The Squadron in Bomber Command who raided German hydro-electric dams in May 1943 were called the \_\_\_\_\_.

***The Boys of Kelvin High  
Press on Regardless  
Questions - Part 2***

Run Time: 57 min 30 sec

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Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *Press on Regardless* continues to explore the experiences and dangers faced by the air crews in raids such as Peenemunde and the Battle of Berlin.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 08:50 – An accurate radar pulse system named "Oboe" was used primarily in the \_\_\_\_\_ aircraft.
2. 10:00 – Metal or aluminum foil strips dropped from an aircraft are called \_\_\_\_\_.
3. 12:20 – Bomber crews were greatly concerned by German "flack" guns which could often hit targets as high as \_\_\_\_\_ feet in the air.
4. 17:00 – In March 1943, British Intelligence became aware of a secret German long range pilotless \_\_\_\_\_ called V1 and V2.
5. 27:55 – More than 50% of those who flew with \_\_\_\_\_ were killed, wounded or taken prisoner.
6. 28:05 – The average life expectancy of an aircraft crew was about \_\_\_\_\_ sorties.

***A War of Their Own***  
***Questions - Part 1***

Run Time: 60 min

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Outline: The story showing how the Canadians in Sicily and Italy faced tremendous odds never before experienced by the Canadian Army and developed innovative techniques to fight in an inhospitable terrain against an experienced enemy force during almost two years of steady fighting.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 06:00 – Why was awarding Corporal Huron Brant a medal significant?

First battle in Sicily	Aboriginal Status
German Background	Entrance into Rome
  
2. 16:00 – CAF Engineers' creativity was commended by international militaries for learning how to \_\_\_\_\_ landmines.
  
3. 21:00 – Where did multiple trades and branches (army, navy, air force) of the CAF work together for a decisive victory?

Victoria	Maples
Bell Island	Messina
  
4. 24:00 – What famous battle tactic did Canadian Colonel Cy Neroutsos receive credit for, which replaced the British system of the 'Creeping Barrage'?
  
5. 50:00 – Name the strategy created by Canadians, during the battle of Ortona, which protected CAF members from being exposed to danger on the streets?

***A War of Their Own  
Questions - Part 2***

Run Time: 60 min

---

Outline: A story paying tribute to the 1<sup>st</sup> and 5<sup>th</sup> Canadian Divisions and the 1<sup>st</sup> Canadian Armoured Brigade which formed the spearhead into the heart of Europe and held down 20 German divisions that otherwise would have been able to defend Northern Italy. The Canadians in Italy, in a questionable jest, were called the D-Day Dodgers.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 04:00 – What was the name of the secret commando unit breaking across the mountainous Hitler Line toward Rome?  

First Special Service Force	Airborne
Joint Task Force 2	Canadian Special Operations Regiment
  
2. 13:00 – Circle the regiments which were involved in breaking the Gustav Line?  

Toronto 48 <sup>th</sup> Highlanders	3 Rivers Regiment
Royal Canadian Regiment	Royal 22 <sup>nd</sup> Van Doos
  
3. 20:00 – The Canadian \_\_\_\_\_ Sisters played an important role for women wishing to contribute to supporting the combat troops.
  
4. 30:00 – Troops fighting in the Italian campaign became known as D-Day dodgers. In which country did they not fight?
  
5. 44:00 – Which CAF trooper, from the Seaforth Highlanders, earned the Victoria Cross during the battle of Savio for destroying 2 tanks and repelling the accompanying infantry?



***The International Fleet Reviews of the  
Canadian Navy Centennial  
Questions***

Run Time: 22 min

---

Outline: In this documentary, the Royal Canadian Navy looked at their first century as a national institution, commemorating and celebrating 100 years of naval service, while committing themselves anew to the second century upon which they have just embarked.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 3:45 – The 18 ships of the Pacific Fleet were reviewed by Her Excellency the \_\_\_\_\_ of Canada, Michaëlle Jean.
2. 5:40 – HMCS \_\_\_\_\_ carried the Governor General during the Pacific Fleet Review.
3. 8:50 – The review culminated with an Air Force display by 413 Squadron, who are commonly known as The \_\_\_\_\_.
4. 10:40 – Her Majesty Queen Elizabeth II, of \_\_\_\_\_, arrived during the afternoon of June the 29<sup>th</sup>.
5. 12:40 – During the Atlantic Fleet Review, the saluting guns were fired by crews from HMCS Halifax and local \_\_\_\_\_.
6. 14:40 – Nearly \_\_\_\_\_ Canadian and allied ships attended the Fleet Review in Halifax.
7. 20:50 – The Royal Canadian Navy presented a sovereign sword to Her Majesty The Queen. The sword will remain in \_\_\_\_\_ to be carried by the officer in charge of the colour guard when ever The Queen's colour is paraded.

**Operation Apollo  
Questions**

Run Time: 30 min

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Outline: Operation Apollo explains Canada's naval contribution to the international campaign against terrorism in the aftermath of the September 11, 2001 terrorist attacks in the United States. This documentary shows how the Canadian Navy mobilized, with one ship at first, growing to six ships and 1 500 navy personal at the height of the operation. While deployed, ships participated in force-protection operations, fleet-support operations, leadership interdiction operations, and maritime interdiction operations. Canadian Naval Boarding personnel hailed more than 10 000 ships and conducted more than 260 boardings - almost 60 percent of the entire coalition fleet's boardings.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 1:20 – Vice-Admiral \_\_\_\_\_, the head of the Canadian Navy, issued orders to assemble a Canadian Task Group soon after the September 11, 2001 attacks.
2. 5:05 – Small wooden hull ships, called \_\_\_\_\_, are difficult to detect with radar and are thought be packed with explosives.
3. 10:35 – HMCS Algonquin captured two al-Qaeda terrorists who were traveling in the following type of boat:  

hutch                      go fasts                      destroyer
4. 17:42 – HMCS \_\_\_\_\_ had to return back to Halifax because its \_\_\_\_\_ was damaged.
5. 21:10 – There is no doubt in Commodore Girard's mind that the Strait of Hormuz was \_\_\_\_\_ for the Canadian Fleet being there.

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***The Boys of Kelvin High  
Press on Regardless  
Answers - Part 2***

Run Time: 57min 30 sec

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Outline: A remarkable story of those who flew in mighty bombers night after night. Against great adversity, they pressed on in a relentless drive to defeat Hitler's Nazi regime. *Press on Regardless* continues to explore the experiences and dangers faced by the air crews in raids such as Peenemunde and the Battle of Berlin.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 08:50 – An accurate radar pulse system named "Oboe" was used primarily in the  
          **MOSQUITO**           aircraft.
2. 10:00 – Metal or aluminum foil strips dropped from an aircraft are called  
          **WINDOW**          .
3. 12:20 – Bomber crews were greatly concerned by German "flack" guns which  
could often reach as high as           **10 000 – 11 000**           feet in the air.
4. 17:00 – In March 1943, British Intelligence became aware of a secret German long  
range pilotless           **BOMB OR ROCKET**           called V1 and V2.
5. 27:55 – More than 50 % of those who flew with           **BOMBER COMMAND**           were killed,  
wounded or taken prisoner.
6. 28:05 – The average life expectancy of an aircraft crew was about           **14**           sorties.

**War of Their Own  
Answers - Part 1**

Run Time: 60 min

---

Outline: The story showing how the Canadians in Sicily and Italy faced tremendous odds never before experienced by the Canadian Army and developed innovative techniques to fight in an inhospitable terrain against an experienced enemy force during almost two years of steady fighting.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 06:00 – Why was the awarding of Cpl Huron Brant a medal significant?

**First battle in Sicily**

**Aboriginal Status**

German Background

Entrance into Rome

2. 16:00 – CAF Engineers' creativity was commended by international militaries for learning how to DEFUSE landmines.

3. 21:00 – Where did multiple trades and branches (army, navy, air force) of the CAF work together for a decisive victory?

Victoria

Maples

Bell Island

**Messina**

4. 24:00 – What famous battle tactic did Canadian Colonel Cy Neroutsos receive credit for, which replaced the British system of the 'Creeping Barrage'?

**JOCK COLUMN**

5. 50:00 – Name the strategy created by Canadians, during the battle of Ortona, which protected CAF members from being exposed to danger on the streets?

**MOUSE HOLING**

***A War of Their Own  
Answers - Part 2***

Run Time: 60 min

---

Outline: A story paying tribute to the 1<sup>st</sup> and 5<sup>th</sup> Canadian Divisions and the 1<sup>st</sup> Canadian Armoured Brigade which formed the spearhead into the heart of Europe and held down 20 German divisions that otherwise would have been able to defend Northern Italy. The Canadians in Italy, in a questionable jest, were called the D-Day Dodgers.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie. Each question includes the time stamp where the answer can be found.

1. 04:00 – What was the name of the secret commando unit breaking across the mountainous Hitler Line toward Rome?

**First Special Service Force**                      Airborne

Joint Task Force 2                                  Canadian Special Operations Regiment

2. 13:00 – Circle the regiments which were involved in breaking the Gustav Line?

**Toronto 48<sup>th</sup> Highlanders**                      **3 Rivers Regiment**

**Royal Canadian Regiment**                      **Royal 22<sup>nd</sup>/ Van Doos**

3. 20:00 – The Canadian           **NURSING**           Sisters played an important role for women wishing to contribute to supporting the combat troops.

4. 30:00 – Troops fighting in the Italian campaign became known as D-Day dodgers. In which country did they not fight?

**FRANCE**

5. 44:00 – Which CAF trooper, from the Seaforth Highlanders, earned the Victoria Cross during the battle of Savio for destroying 2 tanks and repelling the accompanying infantry?

**PRIVATE EARNEST “SMOKEY” SMITH**



***The International Fleet Reviews of the  
Canadian Navy Centennial  
Answers***

Run Time: 22 min

---

Outline: In this documentary, the Royal Canadian Navy looked at their first century as a national institution, commemorating and celebrating 100 years of naval service, while committing themselves anew to the second century upon which they have just embarked.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 3:45 – The 18 ships of the Pacific Fleet were reviewed by Her Excellency the GOVERNOR GENERAL of Canada, Michaëlle Jean.
2. 5:40 – HMCS ALGONQUIN carried the Governor General during the Pacific Fleet Review.
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5. 12:40 – During the Atlantic Fleet Review, the saluting guns were fired by crews from HMCS Halifax and local SEA CADETS.
6. 14:40 – Nearly 30 Canadian and allied ships attended the Fleet Review in Halifax.
7. 20:50 – The Royal Canadian Navy presented a sovereign sword to Her Majesty The Queen. The sword will remain in CANADA to be carried by the officer in charge of the colour guard when ever The Queen's colour is paraded.

**Operation Apollo**  
**Answers**

Run Time: 30 min

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Outline: Operation Apollo explains Canada's naval contribution to the international campaign against terrorism in the aftermath to the September 11, 2001 terrorist attacks in the U.S. This short documentary shows how the Canadian Navy mobilized, with one ship at first, growing to six ships and 1,500 navy personnel at the height of the operation. While deployed, ships participated in force-protection operations, fleet-support operations, leadership interdiction operations, and maritime interdiction operations. Canadian Naval Boarding personnel hailed more than 10,000 ships and conducted more than 260 boardings - almost 60 percent of the entire coalition fleet's boardings.

---

Answer the following questions while watching the movie. Questions are drawn directly from the movie and include the time stamps where the answer can be found.

1. 1:20 – Vice-Admiral RON BUCK, the head of the Canadian Navy, issued orders to assemble a Canadian Task Group soon after the September 11, 2001 attacks.
2. 5:05 – Small wooden hull ships, called DUOES, are difficult to detect with radar and are thought to be packed with explosives.
3. 10:35 – HMCS Algonquin captured two al-Qaeda terrorists who were traveling in the following type of boat:  
  
hutch                      **go fasts**                      destroyer
4. 17:42 – HMCS IROQUOIS had to return back to Halifax because its HELICOPTER was damaged.
5. 21:10 – There is no doubt in Commodore Girard's mind that the Strait of Hormuz was SAFER for the Canadian Fleet being there.

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**COMMON TRAINING**  
**ALL TRAINING LEVELS**  
**INSTRUCTIONAL GUIDE**  
**CANADIAN ARMED FORCES**  
**(CAF) FAMILIARIZATION**



**SECTION 8**

**EO MX20.01H – PARTICIPATE IN CAF FAMILIARIZATION LEARNING STATIONS**

Total Time:

One session (3 periods) = 90 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

This IG supports EO MX20.01H (Participate in CAF Familiarization Learning Stations) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Select learning stations as per chart.

Topic	Learning Station	Self-Directed	Instructor Led	15 min	30 min	60 min
CAF History	Annex A	CAF History – Timeline		X		
	Annex B	CAF History – Canada Remembers		X		
	Annex C	CAF History – Reflection Activity		X	X	
	Annex D	Battle of the Atlantic – Battleship Game	X			X
	Annex E	Battle of Vimy Ridge – Battletank Game	X			X
	Annex F	Battle of Britain – Battleplane Game	X			X
	Annex G	Battle of the Atlantic		X		X
	Annex H	Battle of Vimy Ridge		X		X
	Annex I	Battle of Britain		X		X
	Annex J	British Commonwealth Air Training Plan		X		X
Roles of the CAF	Annex K	Roles of the CAF		X		X
	Annex L	Roles of the CAF –Defending Canada		X		X
	Annex M	Roles of the CAF – Defending North America	X	X	X	
	Annex N	Roles of the CAF – Contributing to International Peace and Security	X	X	X	

Topic	Learning Station		Self-Directed	Instructor Led	15 min	30 min	60 min
Current CAF	Annex O	CAF Six Core Missions		X			X
	Annex P	Current CAF		X			X
	Annex Q	DART and DTAL	X	X		X	
CAF Careers	Annex R	CAF Careers	X	X	X		
	Annex S	Life in the Royal Canadian Navy, Royal Canadian Air Force or Canadian Army		X	X		
Contact a Deployed CAF Member	Annex T	Contact a Deployed CAF Member	X	X		X	

Plan and prepare activities as per Annexes A–T.

In addition to the suggested activities at Annexes A–T, activity leaders may choose to create their own interactive, challenging and fun activities.

Gather the required resources for the selected activities, as well as a stopwatch. Some learning stations require assistant instructors.

### PRE-LESSON ASSIGNMENT

Nil.

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## INTRODUCTION

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### APPROACH

Learning stations were chosen for this lesson as they are a fun and interactive way to build on the cadets' knowledge of the CAF.

### REVIEW

Nil.

### OBJECTIVES

By the end of this session the cadets shall have gained a better understanding of the CAF through topics covered in the selected learning stations.

### IMPORTANCE

It is important for cadets to participate in CAF familiarization learning stations to develop an understanding of the CAF and its history, role, and contributions within Canada and the international community. These learning stations also tie directly to the aim of the Cadet Program to stimulate the interest of youth in the sea, land and air activities of the CAF.

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## ACTIVITY

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1. Divide the cadets into groups.
2. Arrange a system of rotation for groups to move through the stations. Explain the procedure for moving from one station to the next, the time allotted for each station and the signal to switch.

3. Assign each group to their first learning station.
4. Supervise and provide guidance where necessary.

## CONCLUSION

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

The learning stations develop an understanding of the CAF, its history, role, and contributions within Canada and the international community. By participating in these learning stations, you have become more aware of the sea, land and air activities of the CAF.

### INSTRUCTOR NOTES / REMARKS

There are a number of resources available to make learning about the CAF interesting and interactive. Some of these include:

- Over The Top - an interactive adventure game that allows participants to experience life in the trenches during the First World War.  
[http://www.warmuseum.ca/cwm/games/overtop/index\\_e.shtml](http://www.warmuseum.ca/cwm/games/overtop/index_e.shtml)
- Armoured Warrior - an interactive game that is based on the experiences of the First Canadian Army in combat in the Second World War.  
<http://www.civilization.ca/cwm/games/armwar/history.shtml>
- Canadian Military History Gateway - an online service providing access to websites and digitized resources about Canada's military history.  
<http://www.cmhg.gc.ca/flash/index-eng.asp?t=1>
- Juno Beach Centre, Teacher Resources - a list of resources available from a variety of sources including activities, videos, audios, websites etc.  
<http://www.junobeach.org/centre/english/education/plans.html>
- Canadian Armed Forces Imagery Gallery and the Canadian Forces Combat Camera - Combat camera is a direct link from the front line to the front page and the image gallery has photos from operations since 1990.  
<http://www.combatcamera.forces.gc.ca/site/combat-camera-eng.asp>

There are numerous potential leadership opportunities for cadets when conducting these learning stations:

- Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
- Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF familiarization learning station.

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## CANADIAN ARMED FORCES (CAF) HISTORY

**OBJECTIVE:** This activity is designed to familiarize the cadets with aspects of the history of the CAF.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Photocopy the Second Boer War, World War I, World War II and the Korean War sheets located at Appendix 2 and Statements for the History of the CAF Timeline located at Appendix 3.
3. Cut out the statements.
4. Gather the required resources:
  - (a) Whiteboard or flipchart,
  - (b) Markers, and
  - (c) Sticky tack or tape.
5. Draw the timeline as shown at Appendix 1 on a whiteboard or flipchart.

### ACTIVITY INSTRUCTIONS:

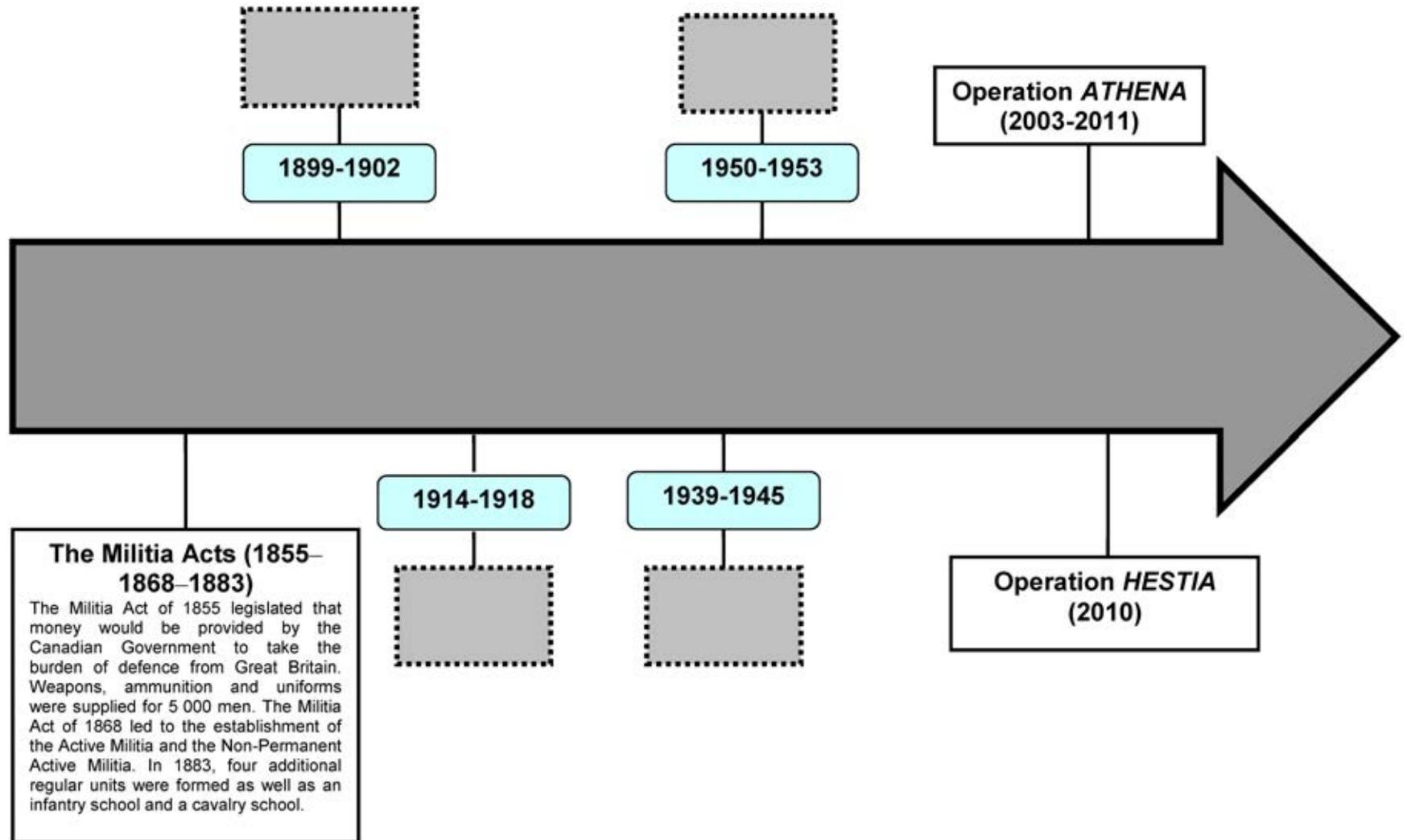
1. Have the cadets list what they know about CAF history on a whiteboard or flipchart. Prepare questions that may help stimulate the cadets' thinking (eg, In what wars has Canada participated? How many World Wars have there been?).
2. Have the cadets place the Second Boer War, World War I, World War II and Korean War sheets on the correct dates on the timeline. The answer key is located at Appendix 4.
3. Give a statement to each cadet.
4. Have the cadets place their statement with the correct event and element. The answer key is located at Appendix 5.
5. Have each cadet indicate one fact they learned about the history of the CAF.



For more information about the Second Boer War, World War I, World War II and the Korean War, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY.

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## HISTORY OF THE CAF TIMELINE



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# Second Boer War



Canada's first overseas participation in a war. Of the 7 500 Canadians who served, 242 died. There were more casualties due to disease than military action. The Royal Canadian Regiment (RCR) received its first battle honour at Paarderburg, South Africa.

# World War I



During World War I, the Federal Government decided to conscript young men. Of the 600 000 men who enlisted in World War I, 60 000 died and 172 000 were wounded.

# World War II



The Dutch Royal family sought refuge in Canada while the Netherlands was occupied by Germany. Princess Juliana of the Netherlands, the heir to the throne, gave birth to her third child, Princess Margriet at the Ottawa Civic Hospital. To ensure Dutch citizenship, the Canadian Parliament passed a special law declaring the hospital room 'extraterritorial'. The day after the new princess was born, the Dutch flag was flown on the Peace Tower, the only time a foreign flag has ever flown atop Canada's Parliament Buildings.

The First Canadian Army was responsible for liberating much of the Netherlands from German occupation. To thank Canadians, the people of the Netherlands sent 100 000 hand-picked tulip bulbs to Canada, which were planted on Parliament Hill and along Queen Elizabeth Drive. The year after, Princess Juliana sent a gift of 20 000 tulip bulbs. Every year, Ottawa receives 10 000 tulip bulbs from the Dutch Royal family and plants them as a symbol of peace, freedom and international friendship.

# Korean War



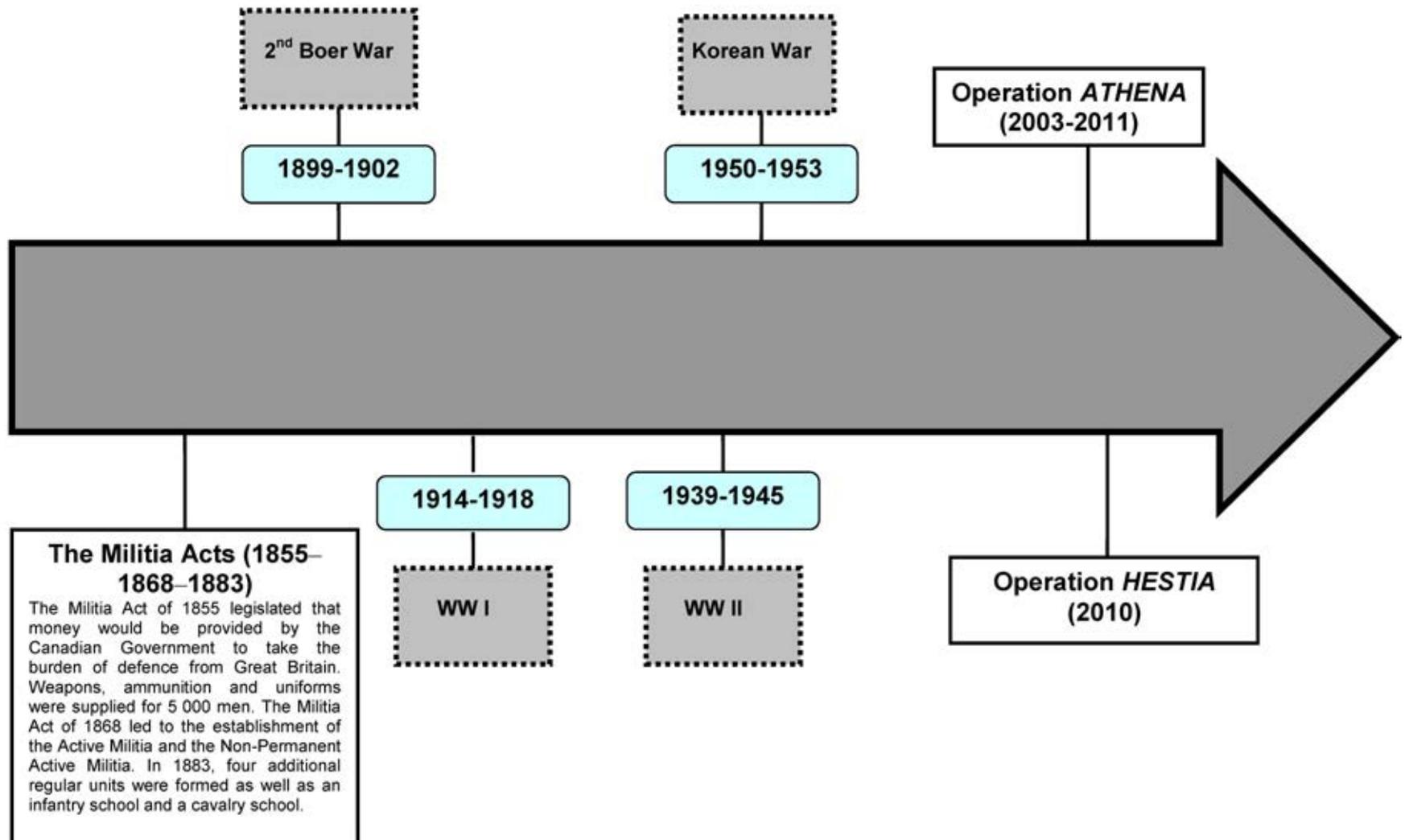
During the Korean War, Canada's contribution was larger than most United Nations (UN) countries, in proportion to its population. More than 22 000 Canadians served of which 300 died and 1 200 were wounded.

## STATEMENTS FOR THE HISTORY OF THE CAF TIMELINE

<p>At this time, the Royal Canadian Navy (RCN) was not yet established.</p>
<p>At this time, the Royal Canadian Air Force (RCAF) was not yet established.</p>
<p>Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.</p>
<p>The Royal Canadian Navy played a minor role in the fighting at sea and was ineffective against the German threat, especially when U-boat activity started.</p>
<p>At the beginning of this war, Canada had neither pilots nor aircraft. At the end of this war, over 800 decorations were awarded to Canadian airmen. Three airmen, Major WA Bishop, Major R Collishaw and Major WG Baker, received the Victoria Cross (VC).</p>
<p>The Germans introduced and widely used poison gas during this war.</p>
<p>The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.</p>
<p>During this war, crews painted art on the noses of planes. It was a source of pride, inspiration, esprit de corps and good luck for the crew. At the time, Air Cadets received preliminary instruction and many of them served with distinction in operational squadrons.</p>
<p>Canadian soldiers participated in the Dieppe Raid. Over 900 Canadians were killed and almost 2 000 were captured. Canada was the only army to achieve its objective on D-Day during this war.</p>
<p>During this conflict, the Royal Canadian Navy was the first branch of the Canadian Armed Forces to provide aid.</p>
<p>During this combat, pilots officially destroyed at least nine hostile aircraft and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.</p>
<p>During this conflict the 2<sup>nd</sup> Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) was awarded the United States Presidential Unit Citation and the Republic of Korea Presidential Unit Citation for their defence of the Kapyong Valley.</p>

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## HISTORY OF THE CAF TIMELINE – ANSWER KEY



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## STATEMENTS FOR THE HISTORY OF THE CANADIAN FORCES TIMELINE – ANSWER KEY

At this time, the Royal Canadian Navy (RCN) was not yet established.	2 <sup>nd</sup> Boer War Navy
At this time, the Royal Canadian Air Force (RCAF) was not yet established.	2 <sup>nd</sup> Boer War Air
Responding to an imperial plea, Prime Minister Wilfrid Laurier sent a Canadian contingent of about 1 000 Royal Canadian Regiment (RCR) soldiers overseas.	2 <sup>nd</sup> Boer War Army
The Royal Canadian Navy played a minor role in the fighting at sea and was ineffective against the German threat, especially when U-boat activity started.	WW I Navy
At the beginning of this war, Canada had neither pilots nor aircraft. At the end of this war, over 800 decorations were awarded to Canadian airmen. Three airmen, Major WA Bishop, Major R Collishaw and Major WG Baker, received the Victoria Cross (VC).	WW I Air
The Germans introduced and widely used poison gas during this war.	WW I Army
The Battle of the Atlantic happened during this war. This battle is commemorated every year on the first Sunday in May.	WW II Navy
During this war, crews painted art on the noses of planes. It was a source of pride, inspiration, esprit de corps and good luck for the crew. At the time, Air Cadets received preliminary instruction and many of them served with distinction in operational squadrons.	WW II Air
Canadian soldiers participated in the Dieppe Raid. Over 900 Canadians were killed and almost 2 000 were captured. Canada had the only army to achieve its objective on D-Day during this war.	WW II Army
During this conflict, the RCN was the first branch of the CAF to provide aid.	Korean War Navy
During this war, pilots destroyed nine hostile aircraft, and damaged eight. They also destroyed several locomotives, railroad cars, and trucks.	Korean War Air
During this conflict the 2 <sup>nd</sup> Battalion of the Princess Patricia's Canadian Light Infantry (PPCLI) was awarded the United States Presidential Unit Citation and the Republic of Korea Presidential Unit Citation for their defence of the Kapyong Valley.	Korean War Army

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## CANADIAN ARMED FORCES (CAF) HISTORY

**OBJECTIVE:** This activity is designed to familiarize the cadets with aspects of the history of the CAF.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Print the *Canada Remembers Times* (2011) at <http://www.veterans.gc.ca> > ENGLISH > YOUTH & EDUCATORS > CANADA REMEMBERS TIMES NEWSPAPER > PAST EDITION > 2011 > PDF VERSION ([http://www.veterans.gc.ca/public/pages/activities/youthcorner/crtimes/pdf/crtimes\\_2011.pdf](http://www.veterans.gc.ca/public/pages/activities/youthcorner/crtimes/pdf/crtimes_2011.pdf)) for each cadet.
3. Photocopy the Questions handout located at Appendix 1 and Key Word Sheet located at Appendix 2 for each cadet.
4. Gather the required resources:
  - (a) Pens / pencils,
  - (b) Highlighters, and
  - (c) Whiteboard or flipchart.



Another version of the *Canada Remembers Times* may be selected. Create a key word sheet and questions.

### ACTIVITY INSTRUCTIONS:

1. Have the cadets list what they know about CAF History, honours, awards and major engagements / operations. Prepare questions that may help stimulate the cadets' thinking (eg, In what wars has Canada participated? How many World Wars have there been? In what North Atlantic Treaty Organization (NATO) or United Nations (UN) peacekeeping operations has Canada been involved?).
2. Provide each cadet with the *Canada Remembers Times* (2011), the Questions handout, the Key Word Sheet, pen and highlighter.
3. Have the cadets read the *Canada Remembers Times* (2011) and write the answers to the questions on the Key Word Sheet. The Key Word Sheet—Answer Key is located at Appendix 3.

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# CANADA REMEMBERS TIMES (2011)

# QUESTIONS

1. Which decoration did Lorne Green receive?
2. Who started as an Air Cadet and became the first woman to be part of the famous Snowbirds Precision Flying Team?
3. What is celebrated every year on July 1<sup>st</sup>?
4. What was the name of the Canadian hospital ship that was torpedoed off the coast of Ireland by a German submarine?
5. Which terrorist group hijacked four American airliners, attacking the World Trade Center and the Pentagon on September 11, 2001?
6. What was the nickname for Hill 355?
7. Who was the journalist that was killed by a roadside bomb south of Kandahar City in 2009?
8. Who died in 1950 and was posthumously awarded the Canadian Forces Medallion for Distinguished Service in 2010?
9. During World War II, Canadian reduced their consumption of food and goods. Meat, eggs, sugar, chocolate and \_\_\_\_\_ were a luxury.
10. Which was one of the bloodiest chapters of World War I?
11. Which building was dedicated to Canadians who died during World War I?
12. Where was 'Agent 50' born?
13. Who became the first widower to receive the Memorial Cross?
14. Who was known as 'Ronnie the Bren Gun Girl' during World War II?
15. During the Korean War, where did Léo Major lead a platoon that successfully repelled a massive enemy attack?
16. What kind of clearance were CAF members doing in Cambodia?
17. What did René Levesque do for the U.S. Army during World War II?
18. What were German submarines called during World War II?
19. Who was the first Canadian to be awarded the Royal Red Cross Medal?
20. In which war did Canadians serve between 1899 and 1902?
21. The Memorial Cup is awarded each year in which sport?

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# KEY WORD SHEET – ANSWER KEY

<b>1</b>					O	r	d	e	r	o	f	C	a	n	a	d	a			
<b>2</b>					M	a	r	y	s	e	C	A	r	m	i	c	h	a	e	l
<b>3</b>										C	a	N	a	d	a	D	a	y		
<b>4</b>	L	l	a	n	d	o	v	e	r	y	C	A	s	t	l	e				
<b>5</b>						a	l	-	Q	a	e	D	a							
<b>6</b>					L	i	t	t	l	e	G	I	b	r	a	l	t	a	r	
<b>7</b>			M	i	c	h	e	l	l	e	L	A	n	g						
<b>8</b>		J	e	r	e	m	i	a	h	J	o	N	e	s						
<b>9</b>									C	o	f	F	e	e						
<b>10</b>										S	O	m	m	e						
<b>11</b>			P	e	a	c	e	T	o	w	e	R								
<b>12</b>									V	a	n	C	o	u	v	e	r			
<b>13</b>					J	a	s	o	n	B	E	a	n							
<b>14</b>		V	e	r	o	n	i	c	a	F	o	S	t							
<b>15</b>												H	i	l	l	3	5	5		
<b>16</b>						L	a	n	d	m	I	n	e							
<b>17</b>			W	a	r	c	o	r	r	e	S	p	o	n	d	e	n	t		
<b>18</b>							U	b	o	a	T	s								
<b>19</b>			G	e	o	r	g	i	n	a	P	O	p	e						
<b>20</b>					S	o	u	t	h	A	f	R	i	c	a	n	W	a	r	
<b>21</b>						H	o	c	k	e	Y									

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## CANADIAN ARMED FORCES (CAF) HISTORY

**OBJECTIVE:** This activity is designed to familiarize the cadets with aspects of the history of the CAF.

**TIME:** 15 min

**LEVEL:** 1–2

**PRE-ACTIVITY INSTRUCTIONS:**

1. Assign an instructor to this learning station.
2. Gather the required resources:
  - (a) copies of the images located at Appendices 1–3,
  - (b) paper, and
  - (c) pens / pencils.



Images other than those provided may be used.

**ACTIVITY INSTRUCTIONS:**

1. Distribute the World War One image located at Appendix 1 to the cadets.
2. Have the cadets look at the image and reflect on it in silence for approximately 30 seconds.
3. Have the cadets respond to two or more of the following questions in writing individually:
  - (a) What are your initial thoughts about this image?
  - (b) What mood does this image convey?
  - (c) What do you know about this war?
  - (d) What does this image tell you about this war?
  - (e) Imagine you are the photographer—what else is going on around you?
4. Have the cadets share their responses to the questions with a partner.
5. Repeat Steps 1–4 for the images at Appendices 2 and 3.



For more information about the Second Boer War, World War I, World War II and the Korean War, visit the Veterans Affairs website: <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY.

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Canadian Army advancing behind a British tank during the Battle of Vimy Ridge in 1917. The battle took place in France during World War I.



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Buffalo amphibious vehicles taking Canadians across the Scheldt in Zeeland, Belgium during World War II.

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Canadians waiting for orders to move against the communist forces during the Korean War in 1951.

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## BATTLE OF THE ATLANTIC

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of the Atlantic.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battleship Board Game, located at Appendix 1, for each cadet.
3. Post the Battleship Rules, located at Appendix 2, at each station.
4. Photocopy Battleship Questions A, located at Appendix 3, for half the group and Battleship Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of the Atlantic handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
  - (a) Pencils / Pens, and
  - (b) Highlighters.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of the Atlantic handout to each cadet.
3. Distribute the Battleship Questions A to one cadet and the Battleship Questions B to the other cadet.
4. Have the cadets read the Battleship Rules and play.



For more information about the Battle of the Atlantic, visit the Veterans Affairs website:  
<http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > SECOND WORLD WAR > THE BATTLE OF THE ATLANTIC.

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# Battleship Rules

- 1** Review the Battle of the Atlantic handout to make sure you are able to answer the questions.
- 2** You need two grids to play: **Enemy Attacks** and **Your Attacks**. On the **Enemy Attacks** grid, arrange your boats and record the enemy shots. On the **Your Attacks** grid, record your own shots.
- 3** Before the game starts, arrange your ships on the **Enemy Attacks** grid with a highlighter. Make sure each ship occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one ship can occupy a given square.

Type of ship	Size
Aircraft carrier	5 squares
Battleship	4 squares
Submarine	3 squares
Destroyer	3 squares
Patrol boat	2 squares

- 4** Once the ships have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the **Your Attack** grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5** Your partner announces whether or not the square is occupied by a ship and marks it on the **Enemy Attacks** grid.
- 6** Your partner picks a square and you tell them whether or not the square is occupied by a ship and mark it on the **Enemy Attacks** grid.
- 7** When all the squares for a ship have been filled, the cadet whose ship has been 'hit' will ask the other player the question associated with the specific ship. If correct, the cadet is awarded the 'hit'. The game continues until all the squares for the ships have been filled.

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# Battleship Questions A

Type of ship	Questions & Answers
<b>Aircraft carrier (5 squares)</b>	<b>How many vessels did the Royal Canadian Navy (RCN) begin the war with?</b>  <b>13 vessels</b>
<b>Battleship (4 squares)</b>	<b>How many seconds did it take for a U-boat to dive?</b>  <b>30 seconds</b>
<b>Submarine (3 squares)</b>	<b>How many members of the RCN died during the Battle of the Atlantic?</b>  <b>Approximately 2 000</b>
<b>Destroyer (3 squares)</b>	<b>In the month of June 1941, how many tons of Allied cargo was lost to U-boats?</b>  <b>Over 500 000 tons</b>
<b>Patrol boat (2 squares)</b>	<b>During which war did the Battle of the Atlantic take place?</b>  <b>World War II</b>



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# Battleship Questions B

Type of ship	Questions & Answers
<b>Aircraft carrier (5 squares)</b>	<b>At the end of the war, how many fighting ships did the Royal Canadian Navy (RCN) have?</b> <b>373 fighting ships</b>
<b>Battleship (4 squares)</b>	<b>How many months were U-boats capable of remaining away from port?</b> <b>Three months at least</b>
<b>Submarine (3 squares)</b>	<b>How many vessels of the RCN were sunk during the Battle of the Atlantic?</b> <b>24 vessels</b>
<b>Destroyer (3 squares)</b>	<b>How many U-boats did Canadian aircraft and ships sink?</b> <b>50 U-boats</b>
<b>Patrol boat (2 squares)</b>	<b>How long did the Battle of the Atlantic last?</b> <b>More than 6 years</b>



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# Battle of the Atlantic



## German Submarines

- Named U-boats.
- Took 30 seconds to dive.
- Capable of remaining at sea for at least 3 months.



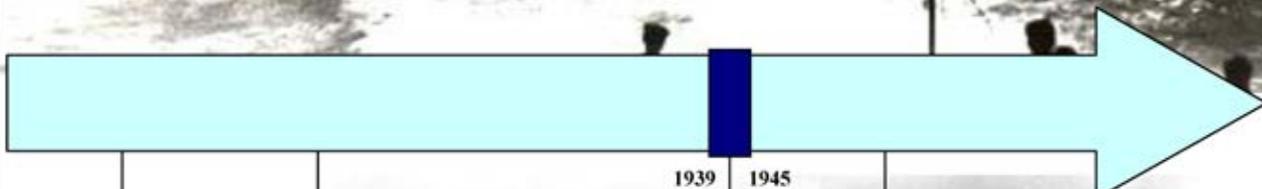
## Royal Canadian Navy (RCN)

- The Battle of the Atlantic started September 1939.
- At the end of the war, the RCN had 373 fighting ships.
- In June 1941, over 500 000 tons of Allied cargo were lost to U-boats.
- During the BOA, 24 RCN vessels were sunk.
- Canadian aircraft and ships sank 50 U-boats during the Battle of the Atlantic.



## Tragic Loss

During the Battle of the Atlantic, approximately 2 000 members of the RCN lost their lives.



2<sup>nd</sup> Boer War

WW I

1939 1945  
WW II

Korean War



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## BATTLE OF VIMY RIDGE

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of Vimy Ridge.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battletank Board Game, located at Appendix 1, for each cadet.
3. Post the Battletank Rules, located at Appendix 2, at each station.
4. Photocopy Battletank Questions A, located at Appendix 3, for half the group and Battletank Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of Vimy Ridge handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
  - (a) Pencils / Pens, and
  - (b) Highlighters.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of Vimy Ridge handout to each cadet.
3. Distribute the Battletank Questions A to one cadet and the Battletank Questions B to the other cadet.
4. Have the cadets read the Battletank Rules and play.



For more information about the Battle of Vimy Ridge, visit the Veterans Affairs website:  
<http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > FIRST WORLD WAR > THE BATTLE OF VIMY RIDGE.

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# Battletank Rules

- 1 **Review the poster to make sure you are able to answer the questions.**
- 2 **You need two grids to play: Enemy Attacks and Your Attacks. On the Enemy Attacks grid, arrange your vehicles and record the enemy shots. On the Your Attacks grid, record your own shots.**
- 3 **Before the game starts, arrange your vehicles on the Enemy Attacks grid with a highlighter. Make sure each vehicle occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one vehicle can occupy a given square.**

Type of vehicle	Size
Tank	5 squares
Light Armoured Vehicle (LAV)	4 squares
Heavy Logistic Vehicle Weight (HLVW)	3 squares
Medium Logistic Vehicle Weight (MLVW)	3 squares
G Wagen	2 squares

- 4 **Once the vehicles have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the Your Attacks grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'**
- 5 **Your partner announces whether or not the square is occupied by a vehicle and marks it on the Enemy Attacks grid.**
- 6 **Your partner picks a square and you tell them whether or not the square is occupied by a vehicle and mark it on the Enemy Attacks grid.**
- 7 **When all the squares for a vehicle have been filled, the cadet whose vehicle has been 'hit' will ask the other player the question associated with the specific vehicle. If correct, the cadet is awarded the 'hit'. The game continues until all the squares for the vehicles have been filled.**

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# Battletank Questions A

Type of vehicle	Questions & Answers
<b>Tank</b> (5 squares)	<b>After the Battle of Vimy Ridge, what treaty did Canada sign to mark the end of the war?</b> <b>Treaty of Versailles</b>
<b>LAV</b> (4 squares)	<b>How long did the Battle of Vimy Ridge last?</b> <b>3 days</b>
<b>HLVW</b> (3 squares)	<b>How many Canadians lost their lives during the Battle of Vimy Ridge?</b> <b>3 600 Canadians</b>
<b>MLVW</b> (3 squares)	<b>Who had tried and failed to take Vimy in 1915?</b> <b>The French</b>
<b>G Wagen</b> (2 squares)	<b>During which war did the Battle of Vimy Ridge take place?</b> <b>World War I</b>



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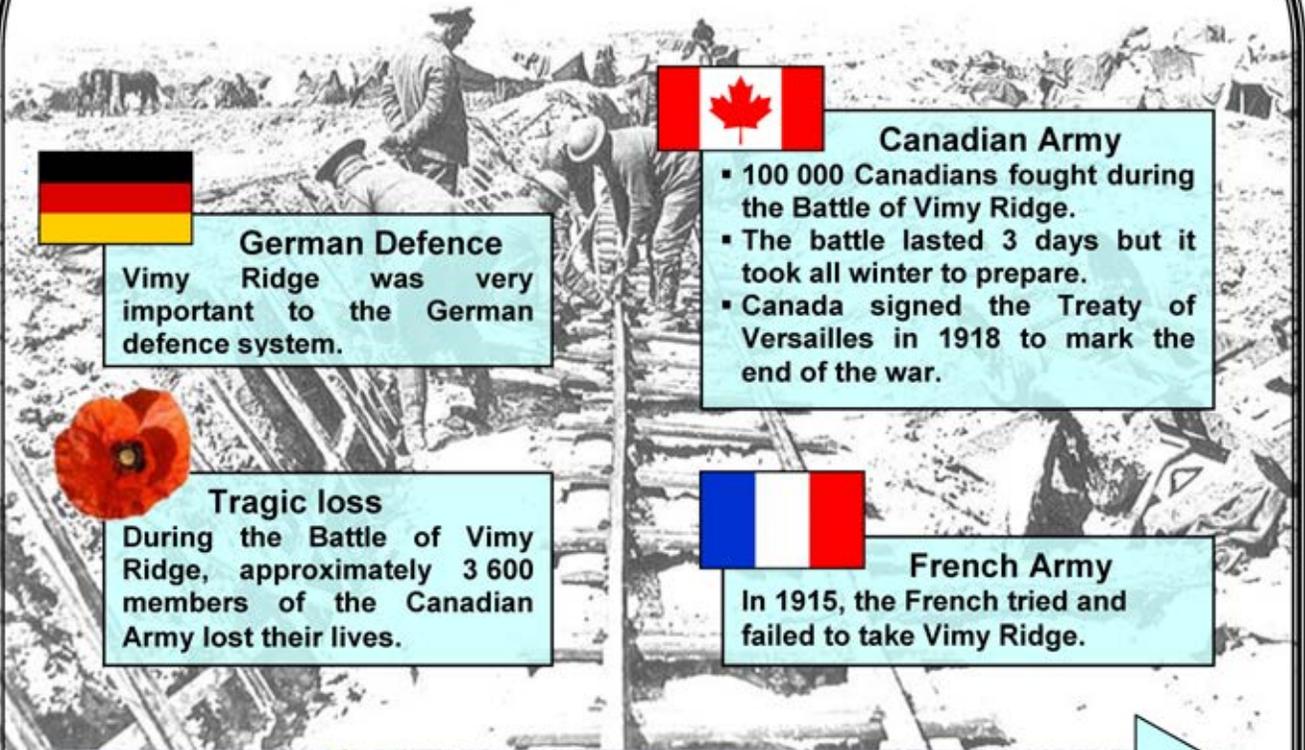
# Battletank Questions B

Type of vehicle	Questions & Answers
<b>Tank</b> (5 squares)	<b>What is the name of the Memorial that sits on top of Hill 145?</b> <b>The Canadian National Vimy Memorial</b>
<b>LAV</b> (4 squares)	<b>How long did it take for the allies to prepare for the Battle of Vimy Ridge?</b> <b>All winter</b>
<b>HLBW</b> (3 squares)	<b>How many Canadians fought during the Battle of Vimy Ridge?</b> <b>100 000 Canadians</b>
<b>MLVW</b> (3 squares)	<b>Vimy Ridge was one of the most important elements of the defence system of which country?</b> <b>Germany</b>
<b>G Wagen</b> (2 squares)	<b>In which country is Vimy Ridge located?</b> <b>France</b>



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# Battle of Vimy Ridge



**German Defence**  
Vimy Ridge was very important to the German defence system.



**Canadian Army**

- 100 000 Canadians fought during the Battle of Vimy Ridge.
- The battle lasted 3 days but it took all winter to prepare.
- Canada signed the Treaty of Versailles in 1918 to mark the end of the war.



**Tragic loss**  
During the Battle of Vimy Ridge, approximately 3 600 members of the Canadian Army lost their lives.



**French Army**  
In 1915, the French tried and failed to take Vimy Ridge.



Map of Vimy Ridge



The Canadian National Vimy Memorial

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## BATTLE OF BRITAIN

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of Britain.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

### PRE-ACTIVITY INSTRUCTIONS:

1. This activity may be assigned an instructor or be self-directed by the cadets.
2. Photocopy the Battleplane Board Game, located at Appendix 1, for each cadet.
3. Post the Battleplane Rules, located at Appendix 2, at each learning station.
4. Photocopy Battleplane Questions A, located at Appendix 3, for half the group and Battleplane Questions B, located at Appendix 4, for the other half of the group.
5. Photocopy the Battle of Britain handout, located at Appendix 5, for each cadet.
6. Gather the required resources:
  - (a) Pencil / Pen, and
  - (b) Highlighter.

### ACTIVITY INSTRUCTIONS:

1. Divide the cadets into pairs.
2. Distribute the Battle of Britain handout to each cadet.
3. Distribute the Battleplane Questions A to one cadet and the Battletank Questions B to the other cadet.
4. Have the cadets read the Battleplane Rules and play.



For more information about the Battle of Britain, visit the Veterans Affairs website : <http://www.veterans.gc.ca/eng/> > YOUTH & EDUCATORS > CANADIAN MILITARY HISTORY > SECOND WORLD WAR > CANADA AND THE SECOND WORLD WAR > THE BATTLE OF BRITAIN.

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# Battleplane Rules

- 1** Review the poster to make sure you are able to answer the questions.
- 2** You need two grids to play: **Enemy Attacks** and **Your Attacks**. On the **Enemy Attacks** grid, arrange your planes and record the enemy shots. On the **Your Attacks** grid, record your own shots.
- 3** Before the game starts, arrange your planes on the **Enemy Attacks** grid with a highlighter. Make sure each plane occupies the specified number of squares on the grid, as per the table below. They can be arranged horizontally or vertically, and only one plane can occupy a given square.

Type of plane	Size
B17 Flying Fortress	5 squares
AVRO Lancaster	4 squares
Hawker Hurricane	3 squares
Mustang	3 squares
Spitfire	2 squares

- 4** Once the planes have been positioned, the game can begin! For each turn, announce which square you are attacking and mark it on the **Your Attacks** grid with a pen or a pencil. The squares are identified by a letter and a number. For example: 'I attack D3!'
- 5** Your partner announces whether or not the square is occupied by a plane and marks it on the **Enemy Attacks** grid.
- 6** Your partner picks a square and you tell them whether or not the square is occupied by a plane and mark it on the **Enemy Attacks** grid.
- 7** When all the squares for a plane have been filled, the cadet whose plane has been 'hit' will ask the other player the question associated with the specific plane. If correct, the cadet is awarded the 'hit'. Game continues until all the squares for the planes have been filled.

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# Battleplane Questions A

Type of plane	Questions & Answers
<b>B17 Flying Fortress</b> (5 squares)	<b>What kind of tactic did the German's use to try to gain air superiority over the Royal Air Force (RAF)?</b> <b>Blitzkrieg tactics</b>
<b>AVRO Lancaster</b> (4 squares)	<b>At the beginning of the Battle of Britain, what was the German Air Force attacking?</b> <b>They were attacking the radar stations and bombing the airfields</b>
<b>Hawker Hurricane</b> (3 squares)	<b>Who won the Battle of Britain?</b> <b>Allied Forces</b>
<b>Mustang</b> (3 squares)	<b>Who was the battle between?</b> <b>Allied Forces and Axis Powers</b>
<b>Spitfire</b> (2 squares)	<b>During which war did the Battle of Britain take place?</b> <b>World War II</b>



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# Battleplane Questions B

Type of plane	Questions & Answers
<b>B17 Flying Fortress</b> (5 squares)	During the war that included the Battle of Britain, Canada agreed to provide facilities and training for airmen from the Commonwealth. What was the name of this deal? The British Commonwealth Air Training Plan
<b>AVRO Lancaster</b> (4 squares)	Toward the end of the Battle of Britain, what was the German Air Force attacking? They were attacking major cities
<b>Hawker Hurricane</b> (3 squares)	How many Canadian pilots lost their lives in this battle? 23 Canadian pilots
<b>Mustang</b> (3 squares)	What was the name of the German Air Force? Luftwaffe
<b>Spitfire</b> (2 squares)	Who wanted to invade Britain? The Germans



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# Battle of Britain



## German Air Force

- Part of the Axis Powers.
- Named Luftwaffe.
- Used Blitzkrieg tactics to gain air superiority.
- At the beginning of the battle, they attacked radar stations and bombed airfields.
- Toward the end of the battle, they attacked major cities.



## Royal Air Force (RAF)

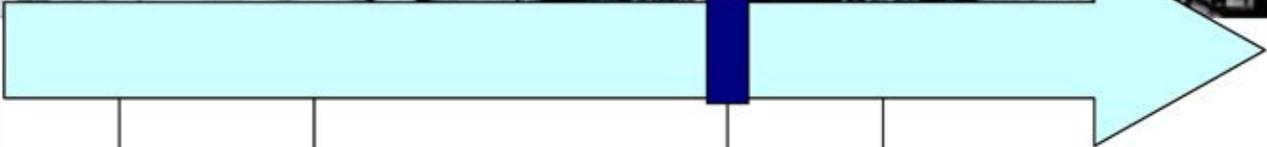
- Part of the Allied Forces.
- The British Commonwealth Air Training Plan was signed by Canada during the war. Canada agreed to provide facilities, training, and personnel for airmen from the Commonwealth.



## Tragic loss

During the Battle of Britain, approximately 23 Canadian pilots lost their lives.

**ALLIED FORCES**  
**VS**  
**AXIS POWERS**

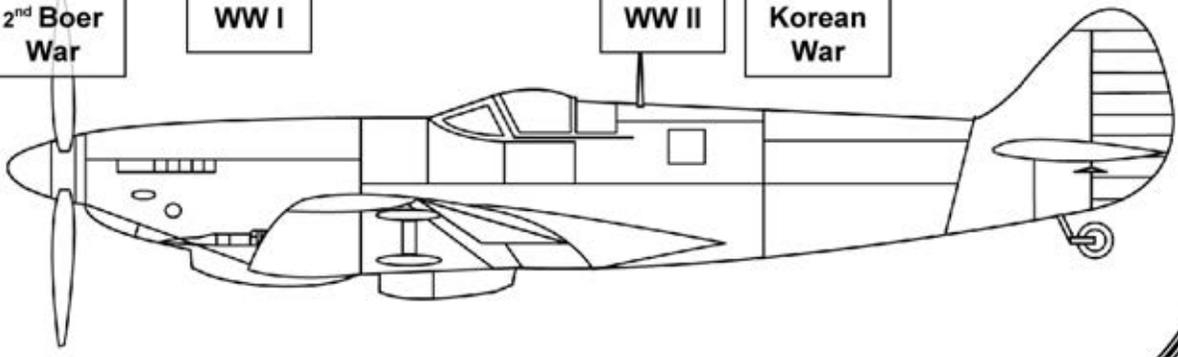


2<sup>nd</sup> Boer War

WW I

WW II

Korean War



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## BATTLE OF THE ATLANTIC

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of the Atlantic.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

1. Assign an instructor to this activity.
2. Photocopy the Canada Remembers the Battle of the Atlantic handout, located at Appendix 1, for each cadet.
3. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

**ACTIVITY INSTRUCTIONS:**



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Divide the cadets into two teams.
2. Distribute and as a group read the Canada Remembers the Battle of the Atlantic handout.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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## CANADA REMEMBERS THE BATTLE OF THE ATLANTIC



### Introduction

The Battle of the Atlantic was the longest continuous battle of the Second World War and one in which Canada played a central role. The battle began on the opening day of the war in September 1939 and ended almost six years later with Germany's surrender in May 1945.

### The Battle of the Atlantic

The Battle of the Atlantic was the struggle between the Allied and German forces for control of the Atlantic Ocean. The Allies needed to keep the vital flow of men and supplies going between North America and Europe, where they could be used in the fighting, while the Germans wanted to cut these supply lines. To do this, German submarines, called U-boats, and other warships prowled the Atlantic Ocean sinking Allied transport ships.

The Battle of the Atlantic brought the war to Canada's doorstep, with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River. Canada's Merchant Navy, along with the Royal Canadian Navy (RCN) and the Royal Canadian Air Force (RCAF), played a key role in the Allied efforts. East Coast cities soon found themselves involved in the battle, since Allied convoys (groups of ships that crossed the Atlantic together under the protection of naval escorts) were frequently leaving busy ports like Halifax and Sydney, Nova Scotia, and St. John's, Newfoundland, during the war.

### Challenges and Successes

Early in the war, German U-boats took a heavy toll on merchant shipping as the Allies struggled to find effective ways to combat the enemy threat. Between 1939 and 1942, the Germans increased the number of U-boats from 30 to 300 and developed effective hunting techniques like using groups of submarines, called wolfpacks, to attack convoys. Their efforts initially paid off, with 454,000 tonnes of shipping being lost to German U-boats in June 1941 alone. Their successes continued as nearly 400 Allied ships were sunk between January and July 1942, while only seven U-boats were lost. The situation was very serious for the Allies, as merchant ships were being sunk faster than they could be replaced, thereby putting the supply link between North America and Europe at great risk.

Technology played an important role in the Battle of the Atlantic. Aircraft were effective in protecting merchant ships, but the Allied planes used earlier in the war did not have enough range to offer air cover for the convoys all the way across the Atlantic. Indeed, the central area of the ocean beyond aircraft range became known as the "Black Pit" as that was where many of the heaviest convoy losses occurred. However, the introduction of new long-range planes helped reduce the hazards of this dangerous portion of the run.

Both sides kept trying to get the upper hand in technology and tactics during the Battle of the Atlantic. Germany developed torpedoes that were attracted to the noise made by a ship's propellers. Allied scientists responded by inventing a noise-making device that was towed behind a ship to divert the torpedoes. New radar and sonar (ASDIC) technologies helped the Allies find the U-boats and new weapons, like the "Hedgehog" bombs, helped sink the submarines more effectively. The Germans also developed technological advancements like snorkel tubes that allowed U-boats to run their diesel engines while travelling underwater and on-board radar that increased their submarines' capabilities. Eventually, the improved equipment and tactics of the Allies finally

helped turn the tide of the battle in their favour, with the U-boat fleet suffering heavy losses during the later phases of the war.

The growth of Canada's navy was remarkable. At the beginning of the Second World War, the RCN had only six ocean-going ships and 3 500 personnel. By the end of the war, Canada had one of the largest navies in the world with 434 commissioned vessels and 95,000 men and women in uniform. Canada's industry also played an important role in the growth of our military and merchant navies. From 1941 to 1945, Canadian shipyards produced approximately 403 merchant ships, 281 fighting ships, 206 minesweepers, 254 tugs, and 3 302 landing craft.

### **Sacrifices**

Helping the Allies triumph in the Battle of the Atlantic came at a high price. More than 1,600 Merchant Navy personnel from Canada and Newfoundland were killed. Indeed, percentage-wise, their casualty rate was higher than those of any of Canada's fighting services during the Second World War—one out of every seven Merchant Navy sailors who served was killed or wounded.

The RCN and RCAF also paid a high toll in the Battle of the Atlantic. Most of the 2,000 RCN officers and men who died during the war were killed during the Battle of the Atlantic, as were 752 members of the RCAF. There were also civilian casualties. On October 14, 1942, 136 people died when the ferry SS *Caribou* was sunk as it crossed from Nova Scotia to Newfoundland.

### **Legacy**

Allied victory in the Second World War would not have been possible without victory at sea. It would require overcoming great odds, but the courage of the RCN, Merchant Navy and RCAF personnel helped keep the Allied convoys running and the supply lines to Europe open. These brave men and women were some of the more than one million Canadians who served in the cause of peace and freedom during the Second World War.

## **CANADA REMEMBERS THE BATTLE OF THE ATLANTIC QUESTIONS AND ANSWERS**

1. True or False: The Battle of the Atlantic was the longest continuous battle of the Second World War.  
True.
2. True or False: The Battle of the Atlantic brought the war to Canada's doorstep; with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River.  
True.
3. True or False: Between January and July 1942, more U-boats were sunk than merchant ships.  
False.
4. What did Germany develop that were attracted to the noise of a ship's propellers?  
Torpedoes.
5. How many members of the Royal Canadian Navy and the Royal Canadian Air Force died during the Battle of the Atlantic?  
2000 RCN and 750 RCAF.
6. In what month and year did the Battle of the Atlantic begin?  
September 1939
7. What were the German submarines referred to as?  
U-boats
8. Which three East Coast cities were busy Allied convoy ports during the Battle of the Atlantic?  
Halifax and Sydney (Nova Scotia) and St. John's (Newfoundland).
9. What was the zone in the central area of the Atlantic Ocean where many of the heaviest Allied convoy losses occurred known as?  
The Black Pit
10. On October 14, 1942, 136 people died when this passenger ship was sunk as it crossed from Nova Scotia to Newfoundland.  
SS Caribou
11. Why was control of the Atlantic Ocean so important during WWII?  
It was where the vital flow of men and supplies between America and Europe was happening.
12. Name the three Canadian organizations that played a key role for the Allies in bringing supplies to Europe.  
Canada's Merchant Navy,  
Royal Canadian Navy (RCN), and  
Royal Canadian Air Force (RCAF).
13. How many Merchant Navy personnel from Canada and Newfoundland died during the Battle of the Atlantic?

More than 1,600.

## BATTLE OF VIMY RIDGE

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the Battle of Vimy Ridge.

**TIME:** 30 min

**TRAINING LEVEL:** 1–2

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the World War 1—The Battle of Vimy Ridge handout, located at Appendix 2, for each cadet.
- Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

**ACTIVITY INSTRUCTIONS:**



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Divide the cadets into two teams.
2. Distribute and have the cadets read the World War 1—The Battle of Vimy Ridge handout.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, read the additional information and award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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## WORLD WAR I – THE BATTLE OF VIMY RIDGE QUESTIONS AND ANSWERS

1. The Battle of Vimy Ridge took place during which war?  
**World War I.**



World War I started in July 1914 and ended 11 November 1918.

2. Vimy Ridge is located in which country?  
**France.**



World War I began when Germany invaded France and Belgium.

3. Who were the four divisions of the Canadian Corps attempting to capture Vimy Ridge from?  
**German Sixth Army.**



The German Sixth Army was responsible for defending the Vimy Ridge portion of the Western Front.

4. The Battle of Vimy Ridge was the first time the Canadian Expeditionary Force did this together:  
**They fought as one force under a Canadian Commander.**



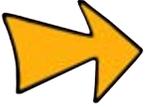
Until this point in the war, Canadian divisions had been under British command. For Vimy Ridge all four Canadian Divisions were assembled as one group under Canadian command.

5. Who took command of the Canadian corps in May 1916?  
**Sir Julian Byng.**



Sir Julian Byng was, at this point in the war, a British Lieutenant-General who took command of the Canadian troops in the Vimy Ridge area in June 1916. After the war, in 1921, Byng was appointed as Governor-General of Canada. He and his wife, Lady Byng were also big hockey fans and in 1925 Lady Byng donated a trophy to be awarded for sportsmanship and gentlemanly conduct. The Lady Byng Memorial Trophy is still awarded yearly.

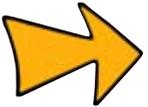
6. Why did Canadian Corps Officers interview French Officers and attend French Army lectures when planning the attack on Vimy Ridge?  
**To learn what tactics worked, and which ones did not, in an effort to minimize casualties and help in the upcoming assault.**



To help in developing a plan for the attack on Vimy Ridge, Canadian Corps Officers attended lectures given by the French Army on the Battle of Verdun. This was because the Battle of Verdun had been one of the few Allied successes in 1916. They also interviewed French officers and compared the discrepancies between the beliefs of the senior officers and the actual experiences of the junior officers in an attempt to get a genuine idea of what had happened.

7. What is the term used for an infantry tactic where one group provides suppressing fire on the enemy while the second group moves forward?

**Leapfrogging.**



The standard practice in World War I was for all the infantry to progress in a rough line toward the enemy positions. This created a situation where soldiers coming under enemy fire would falter and stop the advance. The plan of attack for Vimy Ridge called for the Canadian infantry to leap frog over one another behind a creeping barrage. This allowed the Canadians to maintain the momentum of the advance during the attack.

8. What is a “creeping barrage”?

**A tactic in which artillery fire slowly moves forward to provide cover.**



During the creeping barrage, the guns of the artillery fire at a line just ahead of the advancing infantry. The artillery slowly moves their fire forward to provide cover for the infantry. At Vimy the Canadians had been extensively trained in what became known as the “Vimy Glide” where the infantry moved at a 100 metre / 3 minute pace to stay directly behind the artillery. The creeping barrage was a tactic which had only been marginally successful up until Vimy Ridge. General Sir Arthur Currie, believing in the use of over-whelming artillery on a narrow front, helped to perfect the use of the creeping barrage.

9. A new tactic employed by Canadians at Vimy Ridge was to train every soldier in exactly what to do, where to go and what the objective was. Why was this tactic effective?

**This tactic gave soldiers the knowledge to be able to take command of a platoon if the platoon leader was killed or wounded, and reach their objective even if separated from their leaders.**

10. Why did the Canadians dig tunnels in preparation for the attack?

**To plant mines and to move Canadian soldiers as close to the German lines as possible before the actual assault.**



The Vimy sector had good soil for tunnelling and led to extensive underground warfare. Both sides engaged in the practice of tunnelling under the enemies trenches and exploding mines. In preparation for Vimy, the mining engineers dug 12 subways up to 1.2km long and laid specialized explosives at the end of them which, when exploded, would create trenches across no-mans-land which the infantry could use to safely reach the German lines.

11. Why did Canadians engage in trench raiding prior to the battle?

**To harass the enemy and gather intelligence.**



In the period leading up to the Battle of Vimy Ridge, the Canadian Corps engaged in the practice of trench raiding. Trench raiding was small scale attacks on enemy positions usually made at night.

12. On April 2<sup>nd</sup>, 1917 until the beginning of the offensive on April 9<sup>th</sup> every gun in the Canadian arsenal bombarded the German lines. Why did the Germans refer to this as the “week of suffering”?  
**The barrage almost completely destroyed the German trenches and defensive works and kept them at the ready for 18 days. They could not be resupplied.**



Phase 1 of the artillery bombardment started on March 20<sup>th</sup>, 1917 with half of the 983 guns systematically targeting German strong points, trenches and batteries while paying specific attention to clearing barbed wire. The targets and intensity of the barrage was purposely varied to confuse the Germans. On April 2<sup>nd</sup>, 1917 the artillery shifted to Phase 2 which involved every gun in the Canadian arsenal almost constantly bombarding the enemy positions.

13. What had been achieved by nightfall of the second day of the battle?  
**The Canadian Corps had captured all but one objective known as the Pimple.**



Having captured the three lines of German trenches by the end of the day on April 9<sup>th</sup>, 1917, the advance commenced the next day with reinforcements from the British. Supported by two sections of tanks and fresh British brigades, by nightfall the Canadian Divisions had captured the entire ridge except the Pimple, which was the highest point of the ridge and was heavily fortified.

14. In 1922, France granted Canada perpetual use of a portion of Vimy Ridge. What did Canada open on this site in 1936?  
**The Canadian National Vimy Memorial.**



The memorial took 11 years to complete and cost \$1.5 million dollars to build. It was unveiled by King Edward VIII and is Canada’s largest overseas memorial.

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## WORLD WAR I – THE BATTLE OF VIMY RIDGE

July 1914 – Germany invades France. Vimy Ridge captured in October.

Trench warfare ensues from 1914-1918.

Vimy Ridge is an escarpment which is approximately 7 km long and rises 60 metres above the surrounding plains. The slope on the western (Canadian) side rises gradually and is steeper on the eastern side.

May 1916 – Sir Julian Byng takes command of the Canadian Corps.



General Sir Arthur Currie, Commander, 1<sup>st</sup> Canadian Division.

In an attempt to break through the German lines, the British launched an offensive in April 1917 near the City of Arras. Vimy Ridge was on the northernmost part of the line and was held by the German Sixth Army.

To prepare for the battle, Canadian Corps Officers interviewed French officers to find out what tactics had worked or had not worked in the previous battles.

Leading up to the battle, Canadians engaged in “trench raiding” to harass the enemy and gather intelligence.



Scale reproduction of the trenches at Vimy Ridge.

The planning for the attack on Vimy Ridge was extensive and included:

- platoons leapfrogging behind a creeping barrage (artillery fire slowly moving forward to provide cover) to maintain the momentum of the advance;
- every soldier being trained in exactly what to do, where to go and what the objective was so they could take command of a platoon if the Platoon Leader was killed;
- using new counter-battery techniques such as flash-spotting and sound-ranging to locate enemy guns; and
- digging tunnels under German lines to plant mines and protect soldiers.

On April 2<sup>nd</sup>, 1917 until the beginning of the offensive on April 9<sup>th</sup> every gun in the Canadian arsenal bombarded the German lines. The Germans referred to this period as the “week of suffering” because their trenches and defensive works were almost completely destroyed, it kept them from being resupplied and they were kept at the ready through the whole period.

The battle started at 0530hrs on April 9<sup>th</sup>, 1917 and by 0730 hrs three of four Canadian Divisions had reached their second objective.



Canadian troops following a tank at Vimy Ridge.

3598 Canadians were killed and 7004 wounded. Four Canadians were awarded the Victoria Cross.

By the end of April 9<sup>th</sup>, 1917 the Canadian Corps had captured three lines of German trenches. The advance continued the next day and by nightfall they had captured all but one objective known as the Pimple.

The site of the Canadian National Vimy Memorial was granted to Canada by France for perpetual use in 1922. The 100-hectare park is partially closed to the public because it is riddled with tunnels, trenches, craters and unexploded munitions.

## THE BATTLE OF BRITAIN

**OBJECTIVE:** The aim of this learning station is to familiarize cadets with the Battle of Britain.

**TIME:** 30 min

**TRAINING LEVEL:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

1. Assign an instructor to this activity.
2. Photocopy the Battle of Britain handout, located at Appendix 1, for each cadet.
3. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

**ACTIVITY INSTRUCTIONS:**



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Distribute and have the cadets read the Battle of Britain handout. As they read, have the cadets mark an asterix (\*) next to the information they feel is most important and a question mark next to the information they would like to learn more about.
2. Divide the cadets into two teams.
3. Distribute and have the cadets read the Battle of Britain handout.
4. Read a question to the teams and give them an opportunity to answer.
5. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
6. Continue until all the questions have been answered or time runs out.

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The Battle of Britain was an intense air battle between the Germans and the British over Great Britain's airspace from July 1940 to May 1941, with the heaviest fighting from July to October 1940.

It is one of the most famous battles of World War Two.

It was the first time the Germans had faced defeat in World War II and the first battle in history to be fought exclusively in the air.

Germany expected to quickly conquer Great Britain by first gaining domination over airspace and then later sending in ground troops across the English Channel (Operation Sealion).

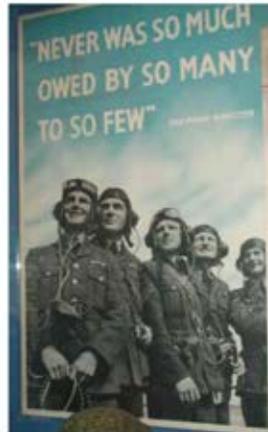
At first they targeted airfields, but soon switched to bombing general strategic targets, hoping to crush British morale.

By far the largest number of defenders were British, but fighter pilots of many other nations flew with them, including Canadians.

On July 11, the second day of the battle, the Canadians suffered their first fighter casualty. Pilot Officer D. A. Hewitt of Saint John, N.B., hurled his 501 Squadron Hurricane at a Dornier bomber and was hit himself. Gushing smoke, his plane plunged into the sea.

The RAF had the edge over the Luftwaffe with its new faster fighters the Spitfire and Hurricane. The design and speed meant that they could out manoeuvre the German fighters.

## THE BATTLE OF BRITAIN



During the summer of 1940, a few hundred fighter pilots stood in the way of Hitler's massive air attack on England. One hundred Canadians were among them.

"It is certainly an awful sight to behold those ugly black bombers in rank after rank," remembered Canadian pilot Ernest McNab. "Your mouth dries up like cotton wool. You lose all sense of space and time. We fought far above the clouds in a world of our own - a world of freezing cold, of limitless space traced with white plumed trails of wheeling aircraft as they fought. It was like skywriting gone mad."

British Prime Minister Winston Churchill said "The Battle of France is over. I expect the Battle of Britain is about to begin. The whole fury and might of the enemy must very soon be turned on us. Let us therefore be prepared to do our duty so that, if the British Empire lasts for a thousand years, men will say, 'This was their finest hour'." (18 June 1940)

Radar held the key to Britain's victory. German aircraft were detected and tracked by stations near the coast, then plotted in the Fighter Command operators rooms as Hurricanes and Spitfires climbed to intercept.

More than 400 Canadian aircrew and ground crew were involved in the Battle during that fateful summer and autumn in 1940, and of the more than 100 Canadian pilots who participated, 23 died while another 30 perished later in the war.

By the end of the war, 232,632 men and 17,030 women had served in the RCAF, and 17,101 lost their lives.

Other countries participating in the battle were:

Australia  
New Zealand  
South Africa  
Southern Rhodesia  
Ireland  
United States of America  
Poland  
Czech Republic  
Belgium  
France  
Israel

On September 15, 1940 Germany launched an all-out aerial attack. Air raid sirens wailed over London. Waves of incoming German aircraft left thousands dead and London in ruins. British, Canadian and other Allied pilots scrambled to their Hurricanes and Spitfires.

"It was a terrific spectacle," McNab recalled. "There were more than a thousand aircraft in the sky just south of London. So many that there was as much danger of colliding with another fellow as there was of being shot down."

British Prime Minister Winston Churchill was in the command bunker deep below the streets of London. "I asked Air Vice Marshall what other reserves have we," he wrote. 'There are none,' he replied. The odds were great; our margins small; the stakes infinite."

But by the end of the day, Germany had lost over 60 aircraft and failed to smash the Allied air defenses. Although British cities would be bombed nightly for the next six months, the threat of invasion was over, the Allies had won the Battle of Britain.

## **THE BATTLE OF BRITAIN QUESTIONS AND ANSWERS**

1. Who was the first Canadian to die during the Battle of Britain?  
PO D. A. Hewitt
2. What gave the RAF an edge over the Luftwaffe?  
The faster Spitfires and Hurricanes.
3. True or False: The Battle of Britain was the first battle in history to be fought exclusively in the air.  
True.
4. True or False: The Battle of Britain was the first time Germany faced defeat in World War II.  
True.
5. Should all the credit go to British fighter pilots for winning the Battle of Britain?  
No. More than 11 countries participated.
6. How important was technology in helping the RAF win the Battle of Britain?  
Very important because of the planes and RADAR.
7. How many Canadian groundcrew and aircrew were involved in the Battle of Britain?  
More than 400.
8. How many Canadians died during the battle?  
23.

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## BRITISH COMMONWEALTH AIR TRAINING PLAN (BCATP)

**OBJECTIVE:** This activity is designed to familiarize the cadets with the British Commonwealth Air Training Plan.

**TIME:** 30 min

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

1. Assign an instructor to this activity.
2. Research local airports and see if any in the area can trace their history back to the plan. If so, share the information with the cadets.
3. Photocopy the Canada Remembers the British Commonwealth Air Training Plan handout, located at Appendix 1, for each cadet.
4. Gather the required resources: 2 noisemakers (eg, bell, bicycle horn, kazoo).

### ACTIVITY INSTRUCTIONS:



This activity is designed to be presented in a “game show” format. If possible, have a small prize available to the winning team.

1. Distribute and have the cadets read the Canada Remembers the British Commonwealth Air Training Plan handout. As they read, have the cadets mark an asterisk (\*) next to the information they feel is most important and a question mark next to the information they would like to learn more about.
2. Divide the cadets into two teams.
3. Read a question to the teams and give them an opportunity to answer.
4. If the team answers correctly, award them 5 points. If the team answers incorrectly, give the other team the opportunity to answer the question.
5. Continue until all the questions have been answered or time runs out.

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Photo: DND/RCAF PL 3730

## INTRODUCTION

When the Second World War broke out in 1939, Canada was an ocean away from the scene of the fighting in Europe. But geographical distance did not mean that Canada would not play an important role in the struggle to restore peace.

One of the first and most important contributions our country would make to the war effort would be the British Commonwealth Air Training Plan (BCATP). Under a deal signed in 1939, Canada agreed to provide facilities and training for airmen from every part of the Commonwealth. Canada was ideally suited for this program because our country was far from most of the active fighting and had lots of wide-open spaces and good flying conditions.

### “THE AERODROME OF DEMOCRACY”

The BCATP was an enormous undertaking. In 1939, the Royal Canadian Air Force (RCAF) had only 4,000 personnel, less than a dozen airports of its own and training facilities for only 400 ground crew per year. Now the RCAF was expected to train thousands. It had to recruit instructors, build air bases, acquire aircraft and develop training schools for different specialities. By war's end, there were 151 training schools and every province had BCATP installations. Canada was, in U.S. President Roosevelt's words, “the aerodrome of democracy”.

- During the time of its operation, the BCATP employed 3,540 aircraft, 33,000 air force personnel, and 6,000 civilian employees.
- The government built 7,000 hangars, barracks and drill halls for the air bases and training schools.

- Most training schools had three runways, each 100 feet wide and 2,500 feet long. Enough concrete was used in creating the runways for all the BCATP air bases to build a 20-foot wide highway from Ottawa to Vancouver.
- Under the original agreement to establish the BCATP, Britain was to pay \$218 million, Canada \$313 million, Australia \$97 million and New Zealand \$21 million. Costs, however, escalated far beyond the 1939 estimates. In the end, Canada paid \$1.6 billion of the total cost of \$2.2 billion. In terms of today's money, that meant that each taxpayer living in Canada ended up contributing more than \$3,000 just to pay for the BCATP.

## RIGOROUS TRAINING

Training in the BCATP was challenging and rigorous. Pilots, wireless operators, air gunners, air observers and flight engineers went through months of training at specialized schools.

- The pilot training was the longest and most difficult. From Initial Training School, they went to Elementary Flying Training School, where they got their first chance to fly, followed by Service Flying Training Schools where they were separated into fighter and bomber pilots. From there they went into Advanced Flying and Operational Training Units before going overseas.
- Of the Canadians trained in the BCATP, 25,747 would become pilots: 12,855 navigators; 6,659 air bombers; 12,744 wireless operators; 12,917 air gunners, and 1,913 flight engineers.
- The risks and sacrifices of those serving their country during the Second World War were not limited to

those who were engaged in active fighting. Training could be hazardous, as demonstrated by the 856 trainees who died in crashes during BCATP's five years of operation. As high as these figures may seem, it was to the credit of the plan that, by 1944, only one fatal accident was being recorded for each 22,388 hours of flying time.

### EVERYONE PITCHES IN

Civilians played an important role in the BCATP, providing instructors for training schools and community support for airmen who were far away from home.

- Bush and commercial pilots joined as instructors, working side-by-side with military personnel.
- In the beginning, the government entrusted Canadian flying clubs with the organization and operation of the Elementary Flying Training Schools. Many of their members had served in the First World War and provided an immediate source of skilled manpower.
- Civilian instructors in Elementary Flying Training Schools emphasized safety, working under the maxim "There are old pilots and bold pilots; there are no old, bold pilots."
- Some flying clubs paid for the entire cost of a training school using private funds or community donations. In Vancouver, citizens paid for 14 training aircraft out of their own pockets.
- Women's organization ran canteens, sports organizations supplied athletic equipment and service clubs provided items like pianos for barracks halls.

- Many people invited trainees into their own homes for meals as a patriotic gesture and as a part of their personal involvement in the war effort.

### AN OUTSTANDING SUCCESS

The BCATP was an outstanding success. By the end of the war, it had graduated 131,533 pilots, observers, flight engineers and other aircrew for the air forces of Canada, Britain, Australia and New Zealand. While over half the BCATP graduates came from the North American continent, the plan trained personnel from all over the world including about 2,000 French, 900 Czechoslovakians, 680 Norwegians, 450 Poles and about the same number of Belgians and Dutch.

- 72,835 graduates joined the Royal Canadian Air Force
- 42,110 graduates joined the Royal Air Force
- 9,606 joined the Royal Australian Air Force
- 7,002 joined the Royal New Zealand Air Force

### THE LEGACY

Knowing about our country's military history helps us to understand the Canada in which we live today and how we can build our future together. The British Commonwealth Air Training Plan helped create a legacy in Canada that continues to this day, demonstrating that our future is indeed built on our past. To learn more about Canada's role in the Second World War, please visit the Veterans Affairs Canada Web site at: [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca) or call 1-877-604-8469 to obtain information on available publications.

Photo: Canadian Forces PL 907



## **CANADA REMEMBERS THE BRITISH COMMONWEALTH AIR TRAINING PLAN (BCATP) QUESTIONS AND ANSWERS**

1. Why was Canada ideally suited for the BCATP?  
It was far from most of the fighting and had lots of wide-open spaces and good flying conditions.
2. How much was the total cost of the plan to Canadians?  
Total cost was 2.2 billion dollars.
3. What type of training was done at the specialized schools?  
Pilot, wireless operator, air gunner, air observers and flight engineer.
4. How many pilots, observers, flight engineers and other aircrew graduated through the BCATP?  
131,533.
5. How do you think communities benefitted from the BCATP?  
Employment for community members, economic benefits, facilities that were built for those attending the schools could be used by the community members following the war.
6. What was the lasting effect of the BCATP?  
New airports or upgrades to existing airports and communities expanding around the new airports.
7. In your own words, why do you think it is important to know about Canada's military history?

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## ROLES OF THE CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with the roles of the CAF.

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the Fact Sheets, located at Appendices 1–3, for each cadet.
- Gather the required resources:
  - Paper, and
  - Markers / pencil crayons.



For the purpose of this activity, there will be two sets of groups formed (as described in the activity instructions):

- expert groups, and
- jigsaw groups.

Refer to Figure 1 for a visual representation of the format for these groups using five cadets per jigsaw group.

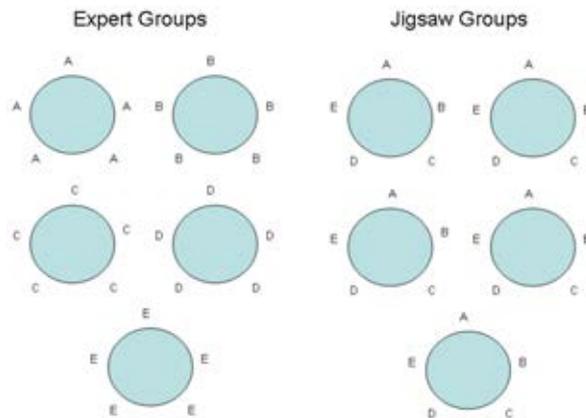


Figure 1 Format of Jigsaw Activity Groups

**ACTIVITY INSTRUCTIONS:**

1. Explain the following to the cadets:
  - (a) They will be participating in a jigsaw activity about roles of the CAF.
  - (b) A jigsaw structure allows each cadet, as a member of a team, to become an "expert" in their part of the assignment. They will interpret the information they receive, both on their own and as a contributing member of a team, and present the information as a response.
  - (c) They will be divided into three expert teams, and each team will be given a Fact Sheet to review. Cadets will become experts on their Fact Sheet.

- (d) After reviewing their Fact Sheet and preparing a 3–5-minute presentation, cadets will then form jigsaw teams by regrouping with the cadets from the other expert teams so that there is one person from each expert team present in the new jigsaw team.
  - (e) They will then take turns presenting their Fact Sheets.
2. Divide the cadets into three equal expert teams (or six equal jigsaw teams if there are many cadets).
  3. Distribute paper, markers / pencil crayons, and a different Fact Sheet to each expert team.
  4. Have the cadets review and discuss the fact sheets, and prepare a 3–5-minute presentation highlighting 2–3 key points from their fact sheet. Encourage the cadets to use the markers / pencil crayons and paper to create visual aids to support their presentation.
  5. Have the cadets form jigsaw teams by placing one member from each expert team into a new group. There should be three members in each jigsaw team. If it is necessary to have two cadets with the same information in the same jigsaw team, they shall co-present the information.
  6. Have each cadet give their 3–5-minute presentation to their jigsaw team.
  7. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.

## **FACT SHEET – DEFENDING CANADA**

**The CAF ensures the security of Canadians and helps to exercise Canada's sovereignty.**

**They work closely with federal government partners to ensure the constant monitoring of Canada's territory and air and maritime approaches, including in the Arctic. The presence of the CAF in the Arctic helps to establish Canada's sovereignty in that region.**

**They need to identify threats, and to possess the capacity to address them quickly and effectively.**

**Delivering excellence at home requires the CAF to:**

- **Provide surveillance of Canadian territory and air and maritime approaches;**
- **Maintain search and rescue response capabilities that are able to reach those in distress anywhere in Canada 24 hours a day, 7 days a week; and**
- **Assist civil authorities in responding to a wide range of threats - from natural disasters to terrorist attacks.**

**The CAF assists other government departments with:**

- **over-fishing,**
- **organized crime,**
- **drug- and people-smuggling,**
- **environmental degradation, and**
- **security for international events, such as the 2010 Vancouver Olympic Games.**



Roles of the CAF

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## **FACT SHEET – DEFENDING NORTH AMERICA**

### **A Strong and Reliable Partner**

**The CAF works with their US counterparts as a partner in the North American Aerospace Defence Command (NORAD). It was created in 1958, and its primary mission is defending North American aerospace and maritime approaches.**

**The two forces are dedicated to provide assistance to civilian emergency response agencies in the event of a crisis.**

**The CAF and US military operate some of the same equipment, participate in joint training exercises and exchange personnel.**

**Some examples of CAF assisting with the defence of North America include:**

**OPERATION NOBLE EAGLE.** Operation Noble Eagle began with the mobilization of thousands of National Guard and reserve personnel to perform security missions on military installations, airports and other potential targets such as bridges, power plants, and port facilities. The Canadian NORAD Region (CANR) flew Operation Noble Eagle (ONE) air defence protection missions in the Windsor, Ontario / Detroit, Michigan area on 5 February 2006, in support of Super Bowl XL at Ford Field.

**OPERATION UNISON.** In Operation Unison, the federal government deployed a task force comprising three warships—HMCS ATHABASKAN, HMCS TORONTO and HMCS VILLE DE QUÉBEC—along with the Coast Guard vessel CCGS SIR WILLIAM ALEXANDER, three Sea King helicopters and one BO-105 helicopter after Hurricane Katrina in the United States. The CAF also provided several Griffon helicopters and crews to the New England States at the request of the United States Coast Guard.



**Roles of the CAF**

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## **FACT SHEET – CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY**

**Providing international leadership is vital for Canada to be a credible player on the world stage. This requires the CAF to have the necessary capabilities to make a meaningful contribution in:**

- **international operations,**
- **humanitarian assistance,**
- **stabilization operations, or**
- **combat.**

**Operations will often be conducted in partnership with the United Nations (UN) and the North Atlantic Treaty Organization (NATO). In addition, the CAF will participate, where circumstances dictate, in missions with other members of the international community.**

**Canada must be prepared to act and provide appropriate resources in support of national interests and international objectives.**

### **Projecting Leadership Abroad: Lessons Learned from the Afghanistan Mission**

**The CAF have learned many lessons from their mission in Afghanistan. The mission has reinforced the need to:**

- **maintain combat-capable units;**
- **provide deployed personnel with the right equipment so they can take part, on their own or with allies, in operations - from countering improvised explosive devices, to contributing to reconstruction efforts; and**
- **work closely and develop a strong working relationship with partners.**



Roles of the CAF

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## ROLES OF THE CANADIAN ARMED FORCES (CAF) – DEFENDING CANADA

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending Canada.

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Display Fact Sheet—Defending Canada, located at Annex K, Appendix 1, in a prominent location at the learning station. The fact sheet may be printed on a larger piece of paper to ensure that it can be read by all the cadets.

### ACTIVITY INSTRUCTIONS:

1. Have the cadets read and discuss the fact sheet.
2. Have the cadets develop a skit that demonstrates the CAF's role in defending Canada. The skit should include several aspects of that role. An example of a skit is a news interview with CAF members assisting civilians in a natural disaster.
3. Circulate and assist the cadets as necessary, offering suggestions and advice for improvement.
4. Have the cadets perform their skit.
5. Have the cadets think about one interesting fact they learned about the CAF's role in defending Canada and share their thought with their team.



The cadets may want to perform their skit for other cadets or during the Annual Ceremonial Review.

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## **ROLES OF THE CANADIAN ARMED FORCES (CAF) – DEFENDING NORTH AMERICA**

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending North America.

**TIME:** 15 min

**TRAINING LEVELS:** 1–4

### **PRE-ACTIVITY INSTRUCTIONS:**

- This learning station may be assigned an instructor or be self-directed by the cadets.
- Photocopy the Fact Sheet—Defending North America, located at Annex K, Appendix 2, and the Defending North America worksheet, located at Appendix 1 to this annex, for each cadet.
- Review the Defending North America worksheet answer key, located at Appendix 2 to this annex.

### **ACTIVITY INSTRUCTIONS:**

1. Have the cadets read the Fact Sheet—Defending North America.
2. Distribute the Defending North America worksheet to each cadet.
3. Divide the cadets into pairs.
4. Have the first cadet ask the second cadet a question on the worksheet. The second cadet will answer the question. The first cadet will make corrections, as required, and praise when complete. Both cadets will copy the answer onto their worksheet.
5. Have the second cadet ask the first cadet a question on the worksheet. The first cadet will answer the question. The second cadet will make corrections, as required, and praise when complete. Both cadets will copy the answer onto their worksheet.
6. Repeat Steps 4 and 5 until the worksheet is complete.

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## **DEFENDING NORTH AMERICA – A STRONG AND RELIABLE PARTNER**

### **Worksheet**

### **ANSWER KEY**

- 1. Who does the CAF work with in defending North America?**

*The Armed Forces of the United States of America..*

- 2. What is NORAD and what is it responsible for?**

*North American Aerospace Defense Command (NORAD) is responsible for defending North American airspace and maritime approaches.*

- 3. What was the name of the operation in support of Super Bowl XL?**

*Operation Noble Eagle.*

- 4. What was the name of the operation that deployed after Hurricane Katrina?**

*Operation Unison.*

- 5. How are the CAF and the US forces able to work together?**

*They use some of the same equipment, participate in joint training exercises, and exchange personnel.*

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## **ROLES OF THE CANADIAN ARMED FORCES (CAF) – CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY**

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with one of the roles of the CAF—defending North America.

**TIME:** 15 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This learning station may be assigned an instructor or be self-directed by the cadets.
- Gather the required resources:
  - Fact Sheet—Contributing to International Peace and Security located at Annex K, Appendix 3,
  - Contributing to International Peace and Security Instruction Sheet located at Appendix 1 to this annex,
  - Blank paper, and
  - Coloured pencils / markers.
- Display the Fact Sheet—Contributing to International Peace and Security, located at Annex K, Appendix 3, in a prominent location at the learning station. The fact sheet may be printed on a larger piece of paper to ensure that it can be read by all cadets.

**ACTIVITY INSTRUCTIONS:**

Have the cadets read and follow the Contributing to International Peace and Security Instruction Sheet.

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# **CONTRIBUTING TO INTERNATIONAL PEACE AND SECURITY INSTRUCTION SHEET**

- 1. Review the Fact Sheet—Contributing to International Peace and Security.**
- 2. Create an image that captures key points from the fact sheet. The image should be a visual representation of the CAF's role in contributing to international peace and security.**
- 3. As a team, post your images as a gallery for other cadets to review.**



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## CURRENT CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the CAF's six core missions.

**TIME:** 60 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the Fact Sheets, located at Appendices 1–4, for each cadet.
- Gather the required resources:
  - Paper, and
  - Markers / pencil crayons.



For the purpose of this activity, there will be two sets of groups formed (as described in the activity instructions):

- expert groups, and
- jigsaw groups.

Refer to Figure 1 for a visual representation of the format for these groups when using five cadets per jigsaw group.

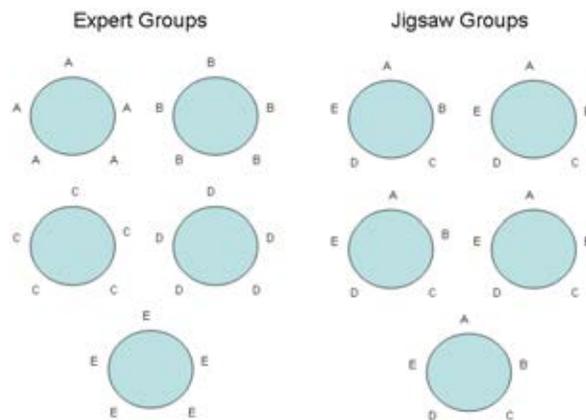


Figure 1 Format of Jigsaw Activity Groups

**ACTIVITY INSTRUCTIONS:**

1. Explain the following to the cadets:
  - (a) They will be participating in a jigsaw activity about the six core missions of the CAF. The missions are:
    - (1) defend Canada's Arctic Territories and protect Canadian airspace,
    - (2) support international events held in Canada,
    - (3) respond to a major terrorist attack,

- (4) support civilian authorities,
  - (5) conduct major international operations, and
  - (6) provide rapid international deployment.
- (b) A jigsaw structure allows each cadet, as a member of a team, to become an "expert" in their part of the assignment. They will interpret the information they receive, both on their own and as a contributing member of a team, and present the information as a response.
  - (c) Although there are six missions, some of been combined so the cadets will be divided into four expert teams, and each team will be given a fact sheet to review. Cadets will become experts on their Fact Sheet.
  - (d) After reviewing their Fact Sheet and preparing a 3–5 minute presentation, cadets will then form jigsaw teams by regrouping with the cadets from the other expert teams so that there is one person from each expert team present in the new jigsaw team.
  - (e) They will then take turns presenting their Fact Sheets.
2. Divide the cadets into four equal expert teams.
  3. Distribute paper, markers / pencil crayons, and a different Fact Sheet to each expert team.
  4. Have the cadets review and discuss the fact sheets, and prepare a 3–5 minute presentation highlighting 2–3 key points from their fact sheet. Encourage the cadets to use the markers / pencil crayons and paper to create visual aids to support their presentation.
  5. Have the cadets form jigsaw teams by placing one member from each expert team into a new group. There should be four members in each group. If it is necessary to have two cadets with the same information in the same jigsaw team, they shall co-present the information.
  6. Have each cadet give their 3–5 minute presentation to their jigsaw team.
  7. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.

## DEFEND CANADA'S ARCTIC TERRITORIES AND PROTECT CANADIAN AIRSPACE



Canadian Forces Station (CFS) Alert is the most northerly, permanently inhabited location in the world, located only 817 kilometres from the geographic North Pole.

Canada is an Arctic nation with 40% of our landmass in the territories, 162,000 kilometres of Arctic coastline and 25% of the global Arctic. The Government is firmly exercising our sovereignty over our Arctic lands and waters – sovereignty that is long-standing, well-established and based on historic title, international law and the presence of Inuit and other Aboriginal peoples for thousands of years.

Conducted since 2007, Operation NANOOK is a joint Royal Canadian Navy, Canadian Army, Royal Canadian Air Force and Special Forces operation, which works with other federal departments and provincial, territorial, regional and international partners, in order to provide a visible presence in the Arctic and demonstrate Canada's ability to respond to emergency situations in the region.



Joint Task Force North (JTFN) is one of six regional joint task forces located across Canada to conduct continental operations by the CAF. They conduct three major sovereignty operations: *NANOOK*, *NUNAKPUT* and *NUNALIVUT*. These operations, which combine patrols with large-scale security exercises, are conducted as opportunities for the CAF to work closely with municipal, territorial and federal-level mission partners across the Arctic.

**North American Aerospace Defense Command (NORAD)**



NORAD is a Canada and United States joint organization. It is in charge of the aerospace over North America. Most children in North America have grown up with NORAD since it is this organization that tracks Santa's progress around the world.



### NORAD Missions

In close collaboration with homeland defense, security, and law enforcement partners, prevent air attacks against North America, safeguard the sovereign airspaces of the United States and Canada by responding to unknown, unwanted, and unauthorized air activity approaching and operating within these airspaces, and provide aerospace and maritime warning for North America.

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## SUPPORT INTERNATIONAL EVENTS HELD IN CANADA / RESPOND TO A MAJOR TERRORIST ATTACK



The RCMP established the V2010 ISU in 2003, uniting law enforcement and the CAF. They were responsible for planning and conducting security operations in support of the 2010 Olympic and Paralympic Winter Games. This included but not limited to: venue security; marine & aviation security; transportation & traffic incident management; physical security; accreditation screening and verification and protective policing.

4500 CAF personnel assisted at the Vancouver Olympics. It was called *Op Podium*.



In 2010, the CAF assisted the RCMP and their law enforcement partners to ensure the safety and security of G-8 and G-20 summit participants and all Canadians. It was one of the largest security events ever held in Canada. CAF personnel were engaged in patrolling, observing and executing security functions in and around the Lester B. Pearson International Airport and the Huntsville area. Canada's Air Force flew surveillance missions, provide early warning detection and air transport in conjunction with their customary NORAD duties. The Royal Canadian Navy provided port security and dive teams while the Canadian Army maintained surveillance, and patrolled and observation posts at the airport and in the Huntsville area.



*Operation APOLLO* was Canada's military contribution to the international campaign against terrorism from October 2001 to October 2003.

Combined Maritime Forces (CMF) was formed in February 2002 and is responsible for coordinating and leading naval participation in the international campaign against terrorism. In 2008, its mandate expanded to include counter-piracy in response to the rising incidence of attacks on merchant shipping.

CMF has three operational flotillas:

- Canadian Task Force (CTF) -150, responsible for maritime security and counter-terrorism;
- CTF-151, responsible for counter-piracy; and
- CTF-152, responsible for security and cooperation in the Persian Gulf.

A task force is a temporary grouping of units under one commander, formed for the purpose of carrying out a specific operation or mission.

Canada has a Special Operations Forces that send troops anywhere in the world quickly.

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## SUPPORT CIVILIAN AUTHORITIES



CAF members help when fires, floods and storms threaten Canadians at home.

*Op LOTUS(E) 1-11* was the CAF response to the floods in Montérégie region in Quebec. Severe flooding and heavy rains forced about 1,800 people from their homes. Over 650 CAF personnel were deployed to the region.

Previous flood operations that the CAF helped were:

- 1996 – Saguenay
- 1997 – Red River flood in Manitoba
- 2008 – James Bay, ON (1001 people evacuated)
- 2008 – Saint John River valley flood

In June 2013, CAF personnel and aircraft were deployed to facilities in Southern Alberta. RCAF aircraft and crews deployed to airfields throughout the province and assisted civilian authorities in search and rescue and evacuation efforts, including the rescuing of 31 people during the initial evacuation



After a 27-cm snowfall more than a metre of snow had been dumped on the city. That prompted Toronto officials to call for military assistance in clearing roads, to the amusement of Canadians across the country.

Through these and other operations, the CAF offer their unique skills and capabilities to aid Canada and its citizens in times of crisis.

The geographic area of the ice storm in 1997 stretched across Ontario, Quebec, New Brunswick and Nova Scotia.

*Operation LAMA* is the code name for the CAF support to civil authorities for hurricane recovery efforts anywhere in Canada. Under *Op LAMA*, the CAF may provide support to all levels of government – federal, provincial and municipal.

*Operation PALACI* is the CAF assistance to Parks Canada in preventing large avalanches through Rogers Pass, protecting travellers, and clearing the Trans-Canada Highway 1 and CP rail links between British Columbia and the rest of Canada.

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## CONDUCT MAJOR INTERNATIONAL OPERATIONS / PROVIDE RAPID INTERNATIONAL DEPLOYMENT



When a Canadian task force deploys beyond Canada's borders and territorial waters, it is usually integrated into a multinational mission led by the North Atlantic Treaty Organization (NATO) or the United Nations (U.N.).

The combat role in Afghanistan ended in 2011 and now *OP ATTENTION* is Canada's participation in the NATO Training Mission-Afghanistan (NTM-A), which delivers training and professional development support to the national security forces of Afghanistan: the Afghan National Army (ANA), the Afghan Air Force (AAF), and the Afghan National Police (ANP).



Operation ARTEMIS is the ongoing CAF participation in maritime security and counter-terrorism operations in the Arabian Sea region.



**Operations typically fit into one or more of the following categories:**

- Combat operations (eg, *OP APPOLLO*)
- Regional security operations (eg, *OP ARTEMIS*)
- Peace-support **and** stabilization operations (*OP JADE*)
- Training and advisory operations (*OP ATTENTION*)
- Humanitarian operations (*OP HESTIA*)
- Non-combatant evacuation operations (*OP MOBILE*)

*Operation HESTIA* was the Canadian Armed Forces participation in humanitarian operations conducted in response to the catastrophic earthquake that struck Port-au-Prince, Haiti, on 12 January 2010.

*Operation JADE* is Canada's contribution to the United Nations Truce Supervision Organization (UNTSO) in the Middle East. The organization contains military observers who are attached to the peacekeeping forces in an area. This includes the Golan Heights, Lebanon, and Sinai

*Operation MOBILE* was the CAF participation in the international response to the uprising in Libya against the regime of President Moammar Gadhafi.

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## CURRENT CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with the CAF's six core missions.

**TIME:** 60 min

**TRAINING LEVELS:** 3–4

**PRE-ACTIVITY INSTRUCTIONS:**

- This learning station requires an instructor.
- Photocopy the Fact Sheets, located at Annex O, Appendices 1–4.
- Gather the required resources:
  - CAF Video Storyboard template located at Appendix 1,
  - Pens / pencils,
  - Markers, and
  - Video recording devices, if available.

**ACTIVITY INSTRUCTIONS:**

1. Explain the following to the cadets:
  - (a) They will be divided into four groups and given a Fact Sheet describing one of the core missions of the CAF. If there are not enough cadets for four groups each group can be assigned two Fact Sheets or the number of core mission Fact Sheets can be reduced.
  - (b) After reviewing their fact sheet each group they will develop a 30 second commercial promoting one of the CAF core missions and include as many key points from their fact sheet as possible.
  - (c) They will be expected to share their commercial as a live performance or electronically with the other cadets.
2. Arrange the cadets into groups and distribute one fact sheet, the CAF video template and pencils to each group.
3. Allow 5 minutes for the groups to review their fact sheet and become familiar with the information.
4. Give the teams 20 min to brainstorm their own concept for a 30 second commercial and create a basic script / stick figure storyboard using the template provided.
5. If resources allow, have the teams record their videos in addition to creating a storyboard. A variety of devices can be used, such as cell phones, digital cameras, or video cameras.
6. Circulate among the groups and assist the cadets as necessary, offering suggestions and advice for improvement.
7. Give each team 2–3 min to explain their concept and present their storyboard / video to the rest of the teams.
8. The corps / squadron Commanding Officer may authorize the videos to be uploaded to corps / squadron websites / Youtube channels or shown at Annual Ceremonial Reviews, Mess Dinners, etc.

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## CANADIAN ARMED FORCES VIDEO STORYBOARD TEMPLATE

Name of Project: \_\_\_\_\_

Group Members: \_\_\_\_\_



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## CURRENT CANADIAN ARMED FORCES (CAF)

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with the CAF's Disaster Assistance Response Team (DART) and Deployed Technical Assistance Laboratory (DTAL).

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

**PRE-ACTIVITY INSTRUCTIONS:**

- Assign an instructor to this activity.
- Photocopy the Providing Assistance Anywhere in the World handout, located at Appendix 1, for each cadet.
- Photocopy the Questions sheet, located at Appendix 2, for each group.
- Photocopy the answer sheet, located at Appendix 3.
- Preview and download the DART video.

**ACTIVITY INSTRUCTIONS:**

1. Explain the following to the cadets:
  - (a) In groups, you will have to answer questions either on DART or DTAL, special units of the CAF that respond to emergencies around the world.
  - (b) After answering the questions, you will have to identify 5 facts about your special unit.
  - (c) Each group will share their facts with the other group.
2. Divide the cadets into two groups. One group will learn about DART and the other about DTAL.
3. Distribute a Providing Assistance Anywhere in the World handout and question sheet to each group.
4. Have the groups answer their questions.
5. Circulate among the groups and assist the cadets as necessary. Use the answer sheet to verify that the cadets have answered their questions correctly.
6. Have each group share five facts about their special unit to the other group.
7. Show the cadets the DART video.

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## PROVIDING ASSISTANCE ANYWHERE IN THE WORLD

### Disaster Assistance Response Team (DART)

**DART** consists of about 200 CAF staff who can quickly fly into disaster areas around the world.

The primary goal is to provide emergency services, such as drinking water and medical treatment until long-term aid arrives but its missions last no longer than 40 days.

The Canadian government makes the decision to send **DART**, after it receives a request from an individual country or the United Nations.

Almost everything **DART** needs — including over 40 vehicles, 340 tonnes of supplies, 11 tonnes of medical supplies — is stored at CFB Trenton, ready to ship within 48 hours.

**DART's** medical aid station can serve up to 250 outpatients and 10 inpatients a day and its water purification system can produce 50 000 litres of clean drinking water per day as well as chlorinate wells and inspect water supplies.

**DART** has deployed on: Op CENTRAL (Honduras, 1998); Op TORRENT (Turkey, 1999); Op STRUCTURE (Sri Lanka, 2004); Op PLATEAU (Pakistan, 2005); and Op HESTIA (Haiti, 2010).

When the CAF needs to move people, supplies or equipment anywhere in the world fast it uses the huge **CC-177 Globemaster**. With a wingspan of 174 feet (53.04m), a range of 4 025 miles (6 482 km) and a payload of 86 000 pounds / 43 tonnes (39 000 kg) it is ideally suited for the task.

### Deployed Technical Assistance Laboratory (DTAL)

Through the door of what looks like an ordinary ocean freighter shipping container is a world of high-tech machines and highly trained technicians working to identify terrorists or anyone hoping to harm Canadian soldiers — this is **DTAL**, the Crime Scene Investigators (CSI) of the CAF.

High-tech equipment is illuminated by fluorescent blue lights, and pictures of fingerprints, facial shots and other identifying markers line the walls.

Two fully stocked, highly advanced **DTALs** sit in 11 twenty-foot containers that can be shipped by road, rail, ship and aircraft to anywhere around the world and be operational within 24 hours.

**DTAL** analyzes items such as cell phones, narcotics and improvised explosive devices (IED) looking for facial, retinal and fingerprint images which the **DTAL** team can check against authorized databases and records of known terrorists and illegal groups.

**DTAL** belongs to the Canadian Army but all branches of the CAF work in the lab. **DTAL** supports the entire CAF and other Canadian and international agencies.

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## QUESTIONS

1. What does the acronym DART mean?
2. What does the acronym DTAL mean?
3. What is the name of the airplane used by the CAF to transport huge amounts of supplies and equipment?
4. Where is the DART equipment housed?
5. Where is DTAL housed?
6. Who decides to send DART on a mission?
7. How long is DART's usual mission?
8. How quickly can DART be deployed?
9. How many outpatients can DART's medical aid team see in a day?
10. How many litres of water can DART produce in a day?
11. What lines the walls of the DTAL?
12. What color lights illuminate the DTAL?
13. What does DTAL do with images it finds on the equipment it analyzes?
14. To which branch of the CAF does DTAL belong?
15. Who does DTAL support?

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## ANSWER SHEET

1. What does the acronym DART mean? **Disaster Assistance Response Team**
2. What does the acronym DTAL mean? **Deployed Technical Assistance Laboratory**
3. What is the name of the airplane used by the CAF to transport huge amounts of supplies and equipment?  
**C-17 Globemaster**
4. Where is the DART equipment housed? **CFB Trenton**
5. Where is DTAL housed?  
**Eleven 20 – foot ocean freighter shipping containers**
6. Who decides to send DART on a mission? **The Government of Canada**
7. How long is DART's usual mission? **No longer than 40 days**
8. How quickly can DART be deployed? **48 hours**
9. How many outpatients can DART's medical aid team see in a day? **250**
10. How many litres of water can DART produce in a day? **50 000 litres**
11. What lines the walls of the DTAL?  
**Pictures of fingerprints, facial shots and other identifying markers**
12. What color lights illuminate the DTAL? **Blue fluorescent lights**
13. What does DTAL do with images it finds on the equipment it analyzes?  
**Checks them against authorized databases of known terrorists and groups.**
14. To which branch of the CAF does DTAL belong? **Canadian Army**
15. Who does DTAL support?  
**All branches of the Canadian Armed Forces and other Canadian and international agencies**

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## CANADIAN ARMED FORCES (CAF) CAREERS

**OBJECTIVE:** The aim of this activity is to familiarize the cadets with the types of jobs available in the CAF.

**TIME:** 15 minutes

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- This learning station may be assigned an instructor or be self directed by the cadets.
- Photocopy the Matching Challenge Cards, located at Appendix 1.
- Decide which matching activity strategy will be used.
- Cut out the Matching Challenge Cards so that each page produces four cards: two labelled Occupation Pictures and two Occupation Descriptions.

### ACTIVITY INSTRUCTIONS:

Have the cadets match the Occupation Pictures with the Occupation Descriptions by participating in one of the following activities.



Keep an original copy of the Card Matching Challenge that has not been cut into cards, to verify that the cadets have made a correct match.

**Option A – Simple Match (Large Group).** As a large group, place the cards on the table and have the cadets match the Occupation Pictures with the Occupation Descriptions.

### Option B – Simple Match (Small Groups)

1. Determine the number of small groups and separate the cards into the same number of groups ensuring the corresponding Occupation Picture and Occupation Description are in the same group.
2. Have the cadets place the cards on a table and match the Occupation Pictures with the Occupation Descriptions.

### Option C – Job Fair

1. Separate the cadets into two equal groups. Give the cards containing Occupation Pictures to the cadets in the first group and the cards containing Occupation Descriptions to the cadets in the second group. If there are less than 10 cadets in each group, some cadets may end up with more than one card. Conversely, if there are more than 10 cadets in each group, some cadets may have to work in pairs or groups.
2. Have the cadets in the Occupation Pictures group stand in one spot in the room and call out their occupation (eg, 'Boatswain' or 'I am a Boatswain').
3. Have the cadets in the Occupation Descriptions group read their card and walk around the room 'seeking' the picture of their described occupation.
4. Once the cadets have a match, have them verify their match with their partner then link arms until all cadets match their cards.
5. Have the cadets show their matched cards, reading the occupation name and one or two occupation description points.

#### **Option 4 - Guess Who?**

1. Display the Occupation Pictures on the wall around the room.
2. Divide the cadets into pairs and give the first partner the Occupation Description. The first cadet should not show or share the information with their partner.
3. Have the second cadet begin by asking the first partner "Can you guess who am I?"
4. Have the first cadet reply by giving the second cadet clues to help them locate the appropriate card on the wall.
5. Have the second cadet begin by saying "You...." followed by small clues (eg, "You work in the field," "You dress in green," "You help people.")
6. Have the cadets stand with linked arms beside their picture when they are done.



The instructor may create Guess Who? board game set(s), similar to the original Hasbro versions.

### MATCHING CHALLENGE CARDS



**Combat Engineer**

#### Occupation Description:

- Construct and maintain roads, airfields, heliports, bridges, causeways, rafts, permanent and temporary buildings.
- Provide drinking water by testing, purifying and filtering local supplies and by constructing local distribution systems.
- Detect and dispose of mines and bulk explosives.
- Demolish roads and bridges, and lay minefields to prevent enemy movement.



**Ammunition Technician**

#### Occupation Description:

- Manage the storage of ammunition.
- Prepare and ship ammunition.
- Maintain static facilities, field and deployed installations.
- Perform safe disposal procedures on explosive ordnances.
- Conduct improvised explosive devices disposal operations.



## Hull Technician

### Occupation Description:

- Maintain and repair ship piping systems, pumping and flooding systems, steam heating and de-icing equipment, and the ship's pollution and sanitation systems.
- Perform arc and oxyacetylene welding.
- Perform carpentry and painting to maintain and repair ship fittings.
- Operate and maintain firefighting and damage repair equipment.
- Calculate ship stability and identify potential problems.



## Maritime Surface and Sub-surface (MARS) Officer

### Occupation Description:

- Act as an Officer of the Watch in Canadian Naval ships.
- Provide expertise in a wide range of activities.
- Direct and conduct strategies, tactics and procedures in the operation of ships, submarines, aircraft, maritime sensors, combat information and weapons systems.
- Provide input into the design, procurement and evaluation of ships or systems.



**Infantry Soldier**

Occupation Description:

- Operate and maintain a wide range of weapons, including rifle, hand-grenades, light, medium and heavy machine-guns, and anti-tank weapons.
- Use sophisticated equipment for field communications, navigation and night-vision surveillance.
- Engage in unarmed combat.
- Employ camouflage and concealment, patrol, assault, defence, and escape-and-evasion tactics.



**Artillery Officer**

Occupation Description:

- Operate and manage field guns, rockets, missile systems and target acquisition systems.
- Become an expert with laser range finders, fire control computers, and communication systems.
- Work with Global Positioning Systems (GPS), surveillance equipment and unmanned aerial vehicles.



**Boatswain**

Occupation Description:

- Operate and maintain shipboard equipment associated with cargo handling, anchors & materiel transfer at sea.
- Operate and navigate small craft.
- Plan, organize and conduct drill and ceremonies.
- Assist and supervise deck crews in maintaining the ship and its equipment including scraping and painting.
- Coordinate watch keeping duties at sea and in harbour.



**Electrical Technician**

Occupation Description:

- Operate and monitor electrical power-generating and distribution equipment.
- Provide electrical maintenance support for all engineering machinery and auxiliary equipment throughout the ship.
- Operate battery chargers, electrical switchboards and metering devices.
- Assist in testing, tuning, repairing, installing and inspecting electrical and electronic equipment systems.



**Pilot**



**Air Combat Systems Officer**

**Occupation Description:**

- Conduct flight operations with various RCAF aircraft.
- Plan, communicate, coordinate and execute tactical missions in support of civil authority or military objectives.
- Support humanitarian and disaster relief, and air intercept operations.
- Work with sophisticated technology for precision tactical navigation systems, advanced communication systems, sensor systems, counter-measure systems and weapon delivery systems.

**Occupation Description:**

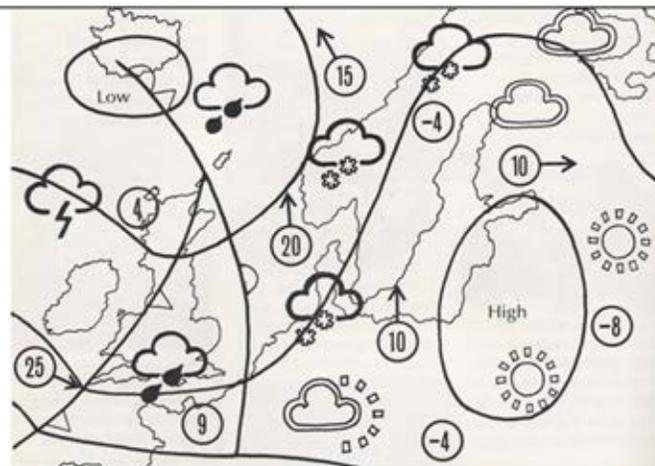
- Conduct search and rescue, anti-submarine operations.
- Perform maritime surface surveillance and targeting.
- Take part in sovereignty and fisheries patrols, counter-narcotics operations.
- Train in electronic warfare and unmanned aerial vehicle operation.



## Aircraft Structures Technician

### Occupation Description:

- Restore or repair defects using unique aircraft fastening hardware metals, composite materials, chemicals, adhesives, paints and textiles.
- Manufacture and install aircraft structural components for prototype projects.
- Manufacture aircraft equipment from base metals using special cutting tools, engine lathe and milling machines.
- Fabricate and repair aircraft structures using various materials.



## Meteorological Technician

### Occupation Description:

- Observe and record surface, marine and upper air weather conditions
- Process, analyze and interpret meteorological information.
- Operate and maintain specialized meteorological instruments and equipment.
- Brief wing, ship and land unit personnel on actual and expected weather conditions.
- Forecast weather conditions.



**Dental Technician**



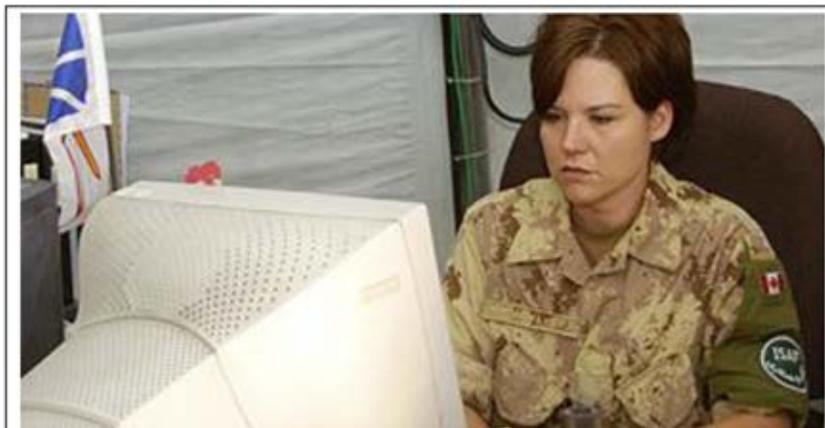
**Medical Technician**

**Occupation Description:**

- Perform preventive dentistry procedures and give preventive dentistry instruction.
- Produce dental x-rays and preliminary impressions for study casts.
- Perform clinical dental laboratory procedures.
- Perform preventive maintenance on dental equipment.
- Operate and maintain the Air Transportable Dental System.

**Occupation Description:**

- Provide initial care for patients.
- Prescribe some medications in accordance with their scope of practice.
- Participate in rescues from crashed vehicles, tanks, ships, aircraft and damaged buildings.
- Collect specimens and perform basic laboratory procedures.
- Perform electrocardiograms and audiograms



**Resource Management  
Support Clerk**



**Cook**

Occupation Description:

- Control pay and leave documentation.
- Create and distribute letters to other military and civilian groups.
- Human resource administration and services.
- Financial management support services.
- Personnel support services.
- Corporate and general purpose administration.

Occupation Description:

- Operate, clean and maintain food services equipment and facilities.
- Assist in the handling and control of food and non-food supplies.
- Prepare and serve meals that range from cafeteria-style menu items to formal multi-course meals for military and civilian dignitaries.



**Construction Technician**



**Special Operations Forces**

Occupation Description:

- Construct, repair and maintain buildings for the protection of personnel and equipment
- Produce related structural designs and specifications
- Produce related structural drawings
- Construct field defences
- Harden field structures
- Erect prefabricated structures

Occupation Description:

- Train in advanced armed defence techniques.
- Take part in counter-terrorism operations and armed assistance.
- Render armed assistance in to support Canadian national security.
- Take part in various military operations, which may include, but are not limited to, surveillance, security advice and close personal protection.



**Search and Rescue Technician**

**Occupation Description:**

- Conduct Search and Rescue operations on the ground, at sea, and in the air.
- Train and use emergency medical care.
- Train and regularly use parachutes.
- Conduct mountain operations.
- Be on standby and respond to emergencies at a moments notice.



**Military Police**

**Occupation Description:**

- Investigate and report incidents involving military or criminal offenses
- Develop and apply crime prevention measures to protect military communities against criminal acts
- Provide security at selected Canadian embassies around the world.
- Perform other policing duties, such as traffic control, traffic-accident investigation, and emergency response.

## LIFE IN THE ROYAL CANADIAN NAVY (RCN), ROYAL CANADIAN AIR FORCE (RCAF) OR CANADIAN ARMY

**OBJECTIVE:** The aim of this learning station is to familiarize the cadets with life in the RCN, RCAF or Canadian Army.

**TIME:** 15 minutes

**TRAINING LEVEL:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Choose and download one of the videos from [www.forces.ca](http://www.forces.ca)> LIFE IN THE FORCES> Navy, Army, Air Force, Reserve Force, the section includes:
  - Life in the Royal Canadian Navy (RCN), 9:30 min
  - Life in the Canadian Army, 7:50 min
  - Life in the Royal Canadian Air Force (RCAF), 7:53 min
- Gather the required resources: Multimedia equipment (laptop / projector / speakers).

### ACTIVITY INSTRUCTIONS:

1. Have the cadets watch one of the videos.
2. Following the video, have a discussion about what the cadets learned from it. Questions can include:
  - (a) Name one thing you learned about life in the RCN / RCAF / Canadian Army?
  - (b) Did you see anything that the RCN / RCAF / Canadian Army do that you do as a cadet?
  - (c) What types of jobs do the RCN / RCAF / Canadian Army do that keep you safe?

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## CONTACT A DEPLOYED CANADIAN ARMED FORCES (CAF) MEMBER

**OBJECTIVE:** The aim of this activity is to have the cadets contact a deployed CAF member.

**TIME:** 30 min

**TRAINING LEVELS:** 1–4

### PRE-ACTIVITY INSTRUCTIONS:

- Assign an instructor to this activity.
- Visit the Canadian Armed Forces Operations website (<http://www.forces.gc.ca/en/operations.page>) and print off the information regarding the current operations in which CAF personnel are participating.
- Display the operations information in a prominent location at the learning station. It may be printed on a larger piece of paper to ensure that it can be read by all cadets.
- Prepare an envelope / package in which to send the postcards to the deployed member. Refer to the Mail for “Any Canadian Armed Forces Member” handout, located at Appendix 1, for further details.
- Gather the required resources:
  - Operation Information handout,
  - Postcards,
  - Pens / pencils, and
  - Coloured pencils.



Post cards could be simple index cards with corps / squadron crest on the back side.

### ACTIVITY INSTRUCTIONS:

1. Explain the following to the cadets:
  - (a) They will be sending a postcard to a CAF member who is currently deployed on an operation.
  - (b) They are to write a brief paragraph to the CAF member detailing information about the corps / squadron, the cadet's name, and at least one question about the deployed member's current operation. They are not to include any personal information.
  - (c) The postcards will be reviewed to ensure that personal information is not shared and that the content is appropriate.
2. Lead a discussion on the chosen operation, to include:
  - (a) location,
  - (b) culture in the area,
  - (c) perceived challenges CAF members may face, and
  - (d) how the operation ties into Canadian values.
3. Review the Appendix and share the pertinent details with the cadets.
4. Have the cadets write the postcard to the deployed member.

5. Have each cadet share the question they posed for the CAF member.
6. Mail the postcards to the deployed member following the instructions contained in the Mail for “Any Canadian Armed Forces Member” handout.

## **MAIL FOR “ANY CANADIAN ARMED FORCES MEMBER”**

CAF members serving overseas appreciate receiving correspondence from Canadians as well as groups, schools, cadet corps / squadrons and organizations from across Canada.

### **Bulk Mail**

Schools, groups, businesses and associations may send cards and letters bulked in a parcel. The parcel is not to contain any other item other than correspondence. Parcels found to contain items other than correspondence will be returned to the sender at the sender's expense.

### **Addressing**

The Canada Post free letter mail program is not extended to letters / cards addressed to “Any Canadian Armed Forces Member”; all such items will require postage.

Only parcels as described in the “Bulk Mail” section above are acceptable. Parcels addressed to “Any Canadian Armed Forces Member” containing any items other than correspondence will be returned to sender at the sender's expense.

All letters and parcels containing letters / cards are to be addressed to "Any Canadian Armed Forces Member". Please refer to [www.forces.gc.ca](http://www.forces.gc.ca) > WRITE TO THE TROOPS for additional information about mailing addresses. Note that the lines "Rank / Initials / Name" and "Unit / Section" of the operational address are to be replaced with "Any Canadian Armed Forces member".

For example, if writing to Afghanistan, the address should be:

Any Canadian Armed Forces Member  
Op Attention  
Kabul  
PO Box 5140 Stn Forces  
Belleville ON K8N 5W6

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**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CANADIAN ARMED  
FORCES FAMILIARIZATION**



**SECTION 9**

**EO CX20.01 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES**

---

Total Time:

Six sessions (18 periods)

---

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

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**CHAPTER 11**  
**PO 121 – PERFORM BASIC ROPEWORK**





## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 1

### EO M121.01 – TIE KNOTS, BENDS AND HITCHES

Total Time:

120 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Set up six stations with line.

Photocopy the cards located at Attachment A. Cut and place a card at each station.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A demonstration and performance was chosen for TPs 1-3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets about tying knots, bends and hitches.

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

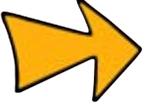
By the end of this lesson the cadet shall have tied and know where to use the reef knot, figure eight, sheet bend, bowline, clove hitch and round turn and two half hitches.

#### IMPORTANCE

Knowledge of the effective use of different knots, bends and hitches is one of the foundations of the sea cadet program and will be used in a variety of future training and activities such as rigging sailboats and lifting devices.



Demonstrate and have the cadets tie the knots, bends and hitches.



The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to teach the knots.
- Have licorice for the cadets to tie their knots with. Once the knots are completed correctly, the cadets can eat the licorice.
- It may be useful to put the accompanying diagrams on overheads for the cadets to refer to.
- Demonstrate all knots in a realistic way; try using simulated sail corners, or use spars and posts to tie bowlines and hitches to.
- Have senior cadets circulate through the class to check the cadets' progress.



### **Bight**

A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.

### **Standing end**

The standing end is the end of the rope not involved in the knot.

### **Standing part**

Section of line between knot and the standing end.

### **Working end**

The active end of a line used in making the knot.

### **Working part**

Section of line between knot and the working end.

## **Teaching Point 1**

**Explain, demonstrate and have the cadets tie a reef and figure of eight knot.**

Time: 20 min

Method: Demonstration and Performance

## **DEFINITION OF KNOTS**

A knot is something tied at the end of a line, or using a line itself. It is the term often applied to anything that is not a bend, splice or hitch.

## **REEF KNOT**

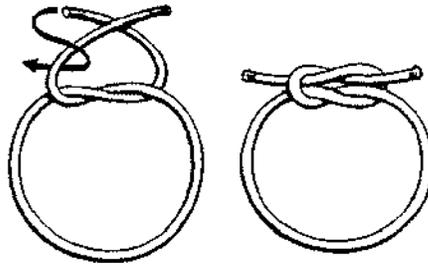
The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (eg, parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.



An easy way to remember how to tie a reef knot is that the ends must be crossed in opposite directions each time they are knotted (eg, right over left then left over right, or vice versa).

The knot is made using the following method:

1. Put the left hand working end of the line on top of the right hand working end.
2. Bring the left hand working end of the line under the right hand working end.
3. Put the working end that is now on the right on top of the working end that is now on the left.
4. Bring the working end that is on top over and then under the other working end so that the working end in the left hand comes out of the same space through which it entered the knot.



*CFCO 105 Seamanship Rigging and Procedures Manual*

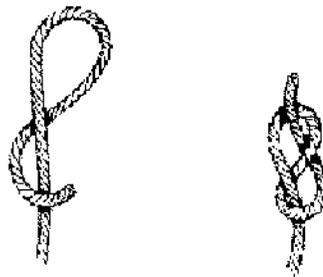
Figure 1 Reef Knot

### FIGURE OF EIGHT

The figure of eight is a stopper knot, used to tie off the end of a line. It is commonly used to prevent the ends of the sheets of sails from pulling through blocks, eyebolts or fairleads.

The knot is made using the following method:

1. Hold the standing end in one hand, and make a crossing turn with the working end passing under the standing part of the rope.
2. Bring the working end over the standing part.
3. Tuck the working end up through the loop from behind, forming a figure eight.
4. Pull tight on the working part.



*CIC Sea Environmental Training Instructor Guide 2005*

Figure 2 Figure of Eight

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

- Q1. If you are rigging a sailboat, what knot would you use to stop the line from running all the way through the fairleads?
- Q2. What is a reef knot commonly used for?

**ANTICIPATED ANSWERS:**

- A1. A figure of eight knot.
- A2. To tie together two lines of equal diameter.

---

**Teaching Point 2**

**Explain demonstrate and have the cadets tie a sheet bend and bowline.**

Time: 20 min

Method: Demonstration and Performance

---

**DEFINITION OF BEND**

A bend is used to join together two lines temporarily, and is characterized by making a bight in one of the lines.

**SHEET BEND**

The sheet bend is one of the simplest and easiest ways of joining together two pieces of line of unequal diameter; the smaller line is always made fast to the bight of the larger one. It can be used to tie a sailboat to another line.

The bend is made using the following method:

1. Fold an end of the larger line back on itself to form a bight.
2. Bring the working end of the line up to form a loop at the bottom, make the resulting loop the required size.
3. Take the working end of the smaller line around behind both pieces of the first line.
4. Tuck the working end of the smaller line under itself and pull tight.



*CIC Sea Environmental Training Instructor Guide 2005*

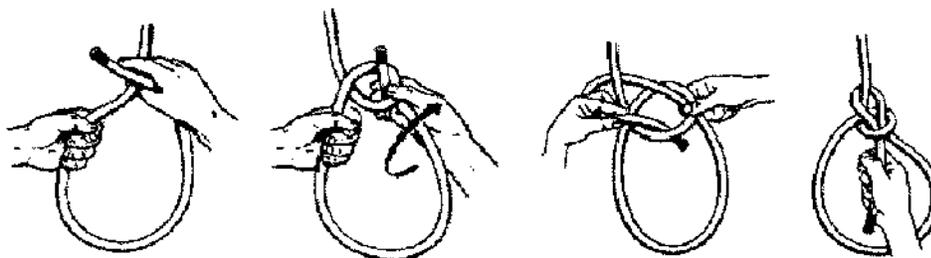
Figure 3 Sheet Bend

**BOWLINE**

The bowline is the most useful knot for putting a temporary eye in a line; it can also be used as a lifeline around a person's waist.

The knot is made using the following method:

1. With the standing end in one hand, form a small bight with the working end of the line, and lay it over top of the standing end of the line.
2. Bring the working end of the line up to form a loop at the bottom, and make the resulting loop the required size.
3. Bring the working end up through the bight and around the standing end.
4. Bring the working end down through the bight.
5. Hold the two sides of the loop and the working end in one hand, while the other hand holds the standing end of the line, and pull in opposite directions.



*CFCD 105 Seamanship Rigging and Procedures Manual*

Figure 4 Bowline



The Royal Canadian Navy encourages every member of a ship's company to be able to tie a bowline around their waist with their eyes closed, and to be able to do it quickly in the dark or under adverse conditions.

### ACTIVITY- BLIND-FOLDED KNOT GUESSING

Time: 10 min

#### OBJECTIVE

The objective of this activity is to recognize a knot or bend by touch and practice tying knots and bends.

#### RESOURCES

- Line, one per cadet.
- Piece of fabric, one per cadet.

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

1. Blindfold each cadet.
2. Tie one of the knots that have been taught.
3. Pass the knot along to all cadets. Each will have ten seconds to hold the line and try to determine the knot.

4. Once all cadets have touched the knot, have the cadets tie the knot they think they touched.
5. The cadet that can tie the knot correctly first will then describe its use.
6. Continue until all the knots have been tied.

## SAFETY

Nil.

---

### CONFIRMATION OF TEACHING POINT 2

---

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

### Teaching Point 3

**Explain, demonstrate and have the cadets tie a clove hitch and round turn and two half hitches.**

Time: 20 min

Method: Demonstration and Performance

## DEFINITION OF HITCHES

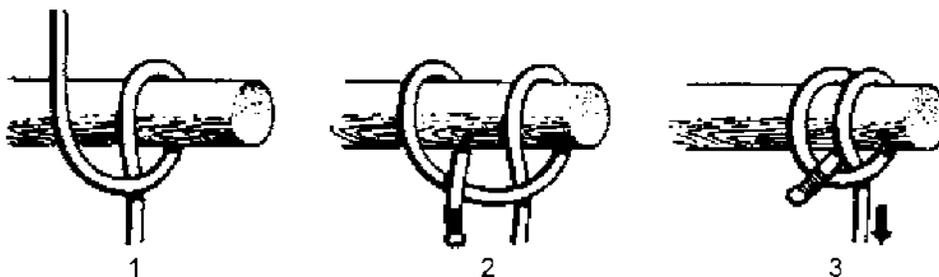
A hitch is tied around or to something, such as a ring, spar or post. They are generally quick to tie and easy to untie.

### CLOVE HITCH

The clove hitch can be used to secure a line temporarily to a post or spar, such as securing a small sailboat.

The hitch is made using the following steps:

1. With the running end, make a turn around a spar.
2. To the left of the first turn, make another turn.
3. Pass the running end between the two turns, so that it comes up in the opposite direction from the standing part.



*CFCD 105 Seamanship Rigging and Procedures Manual*

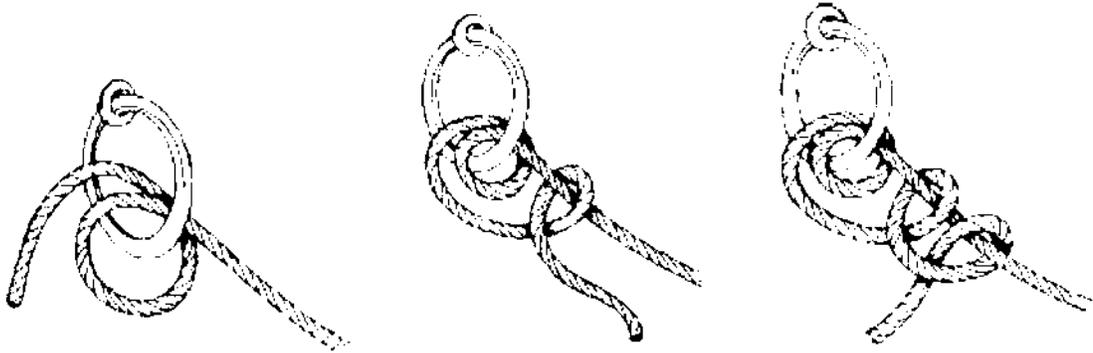
Figure 5 Clove Hitch

### ROUND TURN AND TWO HALF HITCHES

The round turn and two half hitches is another way to secure a sailboat to a post or ring. It will never jam and can be untied quickly. The hitches should always be made with the running end of the line going in one direction.

The knot is made using the following method:

1. Bring the working end of the line around the post or ring two turns, making a full round turn.
2. Take the working end around the standing end, and tuck it behind itself.
3. Bring the working end around the standing end again and tuck to make a second half hitch.
4. Pull tight to finish the knot.



*CFCD 105 Seamanship Rigging and Procedures Manual*

Figure 6 Round Turn and Two Half Hitches

### CONFIRMATION OF TEACHING POINT 3

#### QUESTIONS:

- Q1. What can you use a clove hitch for?
- Q2. Can you make the hitches for a round turn and two half hitches in opposite directions?

#### ANTICIPATED ANSWERS:

- A1. You can use it to tie up a small sailboat.
- A2. No, they should be made in the same direction.

#### Teaching Point 4

**Practice tying knots, bends and hitches.**

Time: 50 min

Method: In-Class Activity

### ACTIVITY- "CALLING ALL STATIONS"

Time: 50 min

#### OBJECTIVE

The objective of this activity is to identify and tie knots, bends and hitches.

#### RESOURCES

- Seamanship cards, located at Attachment A.
- Line, three per station.

## **ACTIVITY LAYOUT**

Six stations with each station having three pieces of line, and one of the seamanship cards.

## **ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups, depending upon the size of the class.
2. Have the cadets go to each station and follow the steps on the card to tie the knot, bend or hitch.
3. Once each cadet has tied the knot, bend or hitch, have the cadets move to the next station.
4. Continue until cadets have tied all the knots, bends and hitches.

## **SAFETY**

Nil.

---

### **END OF LESSON CONFIRMATION**

---

The cadets' participation in the activities will serve as the confirmation for this lesson.

---

### **CONCLUSION**

---

## **HOMEWORK/READING/PRACTICE**

The cadets should be encouraged to practice the knots, bends and hitches on their own time.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

These knots, bends and hitches will be used in a variety of cadet training activities so it is important that the cadets become proficient in them.

## **INSTRUCTOR NOTES/REMARKS**

Nil.

---

### **REFERENCES**

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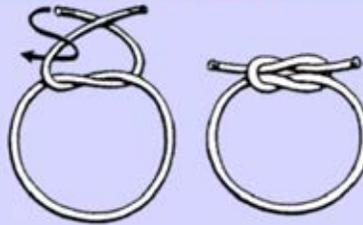
A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

## KNOTS, BENDS AND HITCHES CARDS

### REEF KNOT



The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (eg, parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.

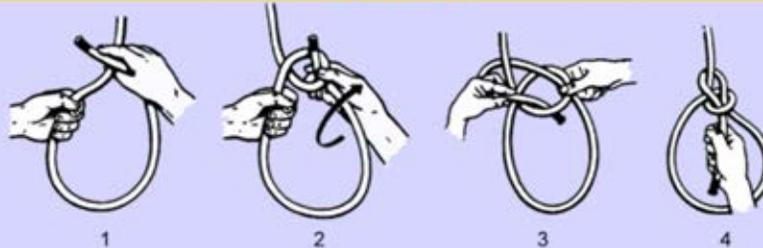
The knot is made using the following method:

1. Put the left-hand working end of the line on top of the right-hand working end.
2. Bring the left-hand working end of the line under the right-hand working end.
3. Put the working end that is now on the right on top of the working end that is now on the left.
4. Bring the working end that is on top over and then under the other working end so that the working end in your left hand comes out of the same space through which it entered the knot.



### TIE KNOTS, BENDS & HITCHES

### BOWLINE



The bowline is the most useful knot for putting a temporary eye in a line; it can also be used as a lifeline around a person's waist.

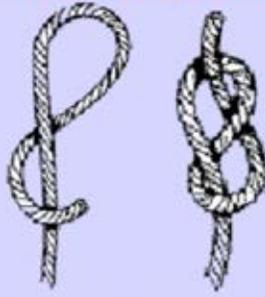
The knot is made using the following method:

1. With the standing end in one hand, form a small bight with the working end of the line, and lay it over top of the standing end of the line.
2. Bring the working end of the line up to form a loop at the bottom, and make the resulting loop whatever size you need.
3. Bring the working end up through the bight and around the standing end.
4. Bring the working end down through the bight.
5. Hold the two sides of the loop and the working end in one hand, while the other hand holds the standing end of the line, and pull in opposite directions.



### TIE KNOTS, BENDS & HITCHES

## FIGURE OF EIGHT



The figure of eight is a stopper knot, used to tie off the end of a line. It is commonly used to prevent the ends of the sheets of sails from pulling through blocks, eyebolts or fairleads.

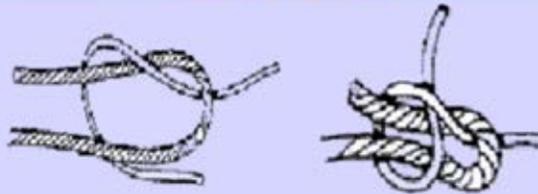
The knot is made using the following method:

1. Hold the standing end in one hand, and make a crossing turn with the working end passing under the standing part of the rope.
2. Bring the working end over the standing part.
3. Tuck the working end up through the loop from behind, forming a figure eight.
4. Pull tight on the working part.

## TIE KNOTS, BENDS & HITCHES



## SHEET BEND



A bend is used to join together two lines temporarily, and is characterized by making a bend in one of the lines.

The sheet bend is one of the simplest and easiest ways of joining together two pieces of line of unequal diameter; the smaller line is always made fast to the bight of the larger one. It can be used when you need to tie your sailboat up to another line.

The knot is made using the following method:

1. Fold an end of the larger line back on itself to form a bight.
2. Bring the working end of the smaller line up through the bight that was formed in the larger line.
3. Take the working end of the smaller line around behind both pieces of the first line.
4. Tuck the working end of the smaller line under itself and pull tight.

## TIE KNOTS, BENDS & HITCHES



## ROUND TURN AND TWO HALF HITCHES



The round turn and two half hitches is another way to secure a sailboat to a post or ring. It will never jam and can be untied quickly. The hitches should always be made with the running end of the line going in one direction.

The knot is made using the following method:

1. Bring the working end of the line around the post or ring two turns, making a full round turn.
2. Take the working end around the standing end, and tuck it behind itself.
3. Bring the working end around the standing end again and tuck to make a second half hitch.
4. Pull tight to finish the knot.



**TIE KNOTS, BENDS & HITCHES**

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 2

### EO M121.02 – WHIP THE END OF A LINE USING A COMMON WHIPPING

---

Total Time:

60 min

---

### PREPARATION

---

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture method was chosen for TP 1 and TP 2 to introduce the cadets to whipping the end of a line using a common whipping.

A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

### INTRODUCTION

---

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have whipped the end of a line using a common whipping, and be familiar with its characteristics.

#### IMPORTANCE

Knowledge of the common whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.



The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to instruct the whipping.
- It may be useful to put the accompanying diagram on an overhead.
- Try using simulations such as whipping the end of a line from a sail or the line used to hoist the flag at colours.
- Have senior cadets circulate through the class to check the cadets' progress.



### **Bight**

A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.

### **Standing end**

The standing end is the end of the rope not involved in the knot.

### **Standing part**

Section of line between knot and the standing end.

### **Working end**

The active end of a line used in making the knot.

**Working part** Section of line between knot and the working end.

## **Teaching Point 1**

**List types of whippings.**

Time: 5 min

Method: Interactive Lecture

## **TYPES OF WHIPPINGS**

Briefly explain that there are other types of whippings, but that this class will focus on the common whipping only. Other types of whippings include:

- sailmaker's whipping;
- west country whipping; and
- french whipping.

## **CONFIRMATION OF TEACHING POINT 1**

### **QUESTION:**

Q1. What are some other types of whippings?

### **ANTICIPATED ANSWER:**

A1. Sailmaker's, west country, and french whipping.

**Teaching Point 2****Describe the purpose of whippings.**

Time: 5 min

Method: Interactive Lecture

**PURPOSE OF WHIPPINGS**

A whipping:

- is a binding of fine twine made at the end of a line;
- prevents the line from coming undone, unravelled or frayed; and
- can also be used to mark points along a line.



It may be useful to offer several words that mean essentially the same thing, eg, frayed, unravelled, undone, to give the cadets a choice of words to remember.

**CONFIRMATION OF TEACHING POINT 2****QUESTION:**

Q1. What is the purpose of a whipping?

**ANTICIPATED ANSWER:**

A1. It stops a line from coming undone, unravelled or frayed, and can also mark points along a line.

**Teaching Point 3****Explain, demonstrate, and have the cadets whip the end of a line using the common whipping.**

Time: 40 min

Method: Demonstration and Performance

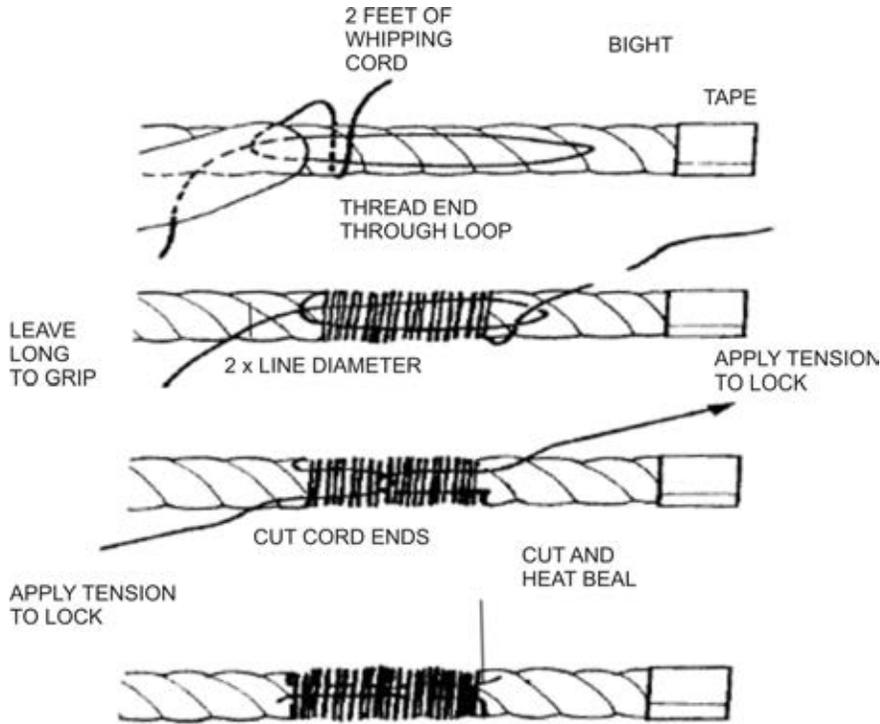


Explain, demonstrate and have the cadets whip the end of a line using the common whipping. Have whippings in various stages of completion, as well as several completed whippings, to show the cadets.

**COMMON WHIPPING**

The following steps are used for creating a common whipping:

1. Make a bight in the twine, laying it across the line to be whipped.
2. Make tight turns with the twine around the line and over the two ends of the twine that are on top of the line.
3. Tuck the working end of the twine through the bight.
4. Pull the tail so as to trap the working part in the middle of the whipping.
5. Trim the ends of the whipping twine and the line.



LHQ QSP 2002

Figure 1 Steps to Complete a Common Whipping

---

### ACTIVITY- THE TRAGEDY OF THE UNWHIPPED LINES

---

Time: 10 min

---

#### OBJECTIVE

The objective of this activity is to have the cadets discover the importance of whipping lines.

#### RESOURCES

- Various types of line (eg, polypropylene, nylon, manila) with both whipped and unwhipped ends.
- Blocks

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

1. Have the cadets tie the knots, bends and hitches with unwhipped line.
2. Have the cadets pass unwhipped line through a block.
3. Have the cadets attempt these activities using several different types of line.

4. Ask the cadets if they noticed any problems.
5. Ensure that cadets are aware that the strands of line will separate (unravel, unlay) with continued use and strands or individual fibres will snag on sharp objects. Also, the safety hazards, including loose fibres becoming caught in block parts, and unlayed strands reducing the strength of the lines.

**SAFETY**

Ensure the cadets do not get fingers caught in the blocks when attempting to pass the line through.

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

The cadets shall be encouraged to continue practicing the common whipping on their own time to maintain their knowledge and skills.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The common whipping will be used in a variety of cadet training activities so it is important that the cadets become proficient with basic whippings.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 3

### EO M121.03 – COIL AND HEAVE A LINE

Total Time:

60 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture was chosen for TP 1 to introduce the cadets to coiling and heaving a line.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have coiled and heaved a line.

#### IMPORTANCE

Coiling a line is a traditional way of completing line-handling tasks in the navy, as well as being an important aspect of maintaining equipment in a good state of repair. Heaving a line is a skill that will be useful in several sea cadet activities.



**Bight**

A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.

**Standing end**

The standing end is the end of the rope not involved in the knot.

**Standing part**

Section of line between knot and the standing end.

**Working end**

The active end of a line used in making the knot.

**Working part**

Section of line between knot and the working end.

---

**Teaching Point 1**

**Describe the characteristics and uses of a heaving line.**

Time: 5 min

Method: Interactive Lecture

---

**CHARACTERISTICS AND USES OF A HEAVING LINE**

The characteristics and uses of a heaving line include:

- It is a lightweight flexible line, in order to facilitate throwing.
- There must be a heaving knot, or some weighted device, at the end of a heaving line.
- It can be used to start the transfer of equipment or personnel between ships or from a ship to a jetty.
- It is used to throw a line to a jetty or another boat.

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

- Q1. What are the characteristics of a heaving line?
- Q2. What are some uses of a heaving line?
- Q3. What is the name of the knot used to weight the end of a line?

**ANTICIPATED ANSWERS:**

- A1. Possible answers for this question:
- It is a lightweight line, to facilitate throwing.
  - There must be a knot or something weighted at the end of a heaving line.
  - It is used to throw a line to a jetty or another boat.
- A2. It can be used to throw a line to a jetty or another boat, or transfer equipment or personnel between ships.
- A3. A heaving knot.

---

**Teaching Point 2****Explain, demonstrate and have the cadets coil a line.**

Time: 15 min

Method: Demonstration and Performance

---

**IMPORTANCE OF COILING A LINE**

Demonstrate and have the cadets practice coiling a line.

Explain the importance of coiling a line, to include:

- Proper storage of the line will ensure ease of use for the next person.
- Increases the distance a line can be thrown.
- Allows a line to feed smoothly through a block.
- Allows a line to be tossed cleanly.
- It keeps a line from tangling.

---

**CONFIRMATION OF TEACHING POINT 2**

---

**SUGGESTED QUESTION:**

Q1. What is the importance of coiling a line?

**ANTICIPATED ANSWERS:**

A1. Proper storage of the line will ensure ease of use for the next person, it keeps a line from tangling, increases the distance a line can be thrown, allows a line to be tossed cleanly, and allows a line to feed smoothly through a block.

---

**Teaching Point 3****Explain, demonstrate and have the cadets tie a heaving knot and throw a heaving line.**

Time: 30 min

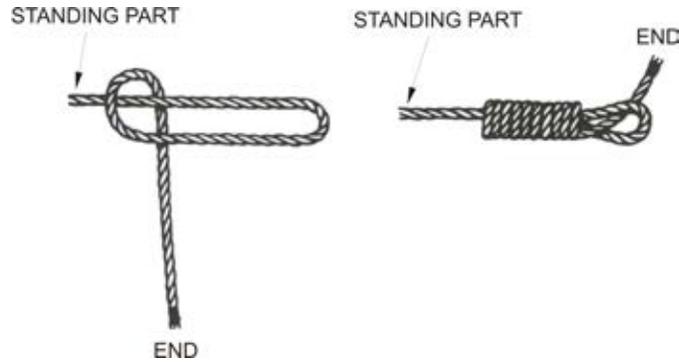
Method: Demonstration and Performance

---

**TIE A HEAVING KNOT**

Tie a heaving knot using the following steps:

1. Form a bight (a loop) about 1.5 m long at the end of the line.
2. Start wrapping the end of the line around both parts of the bight at about 20 cm from the actual bend of the bight, and continue until the running end is all but expended.
3. Pass the end through the small loop that is left and haul on the standing part.



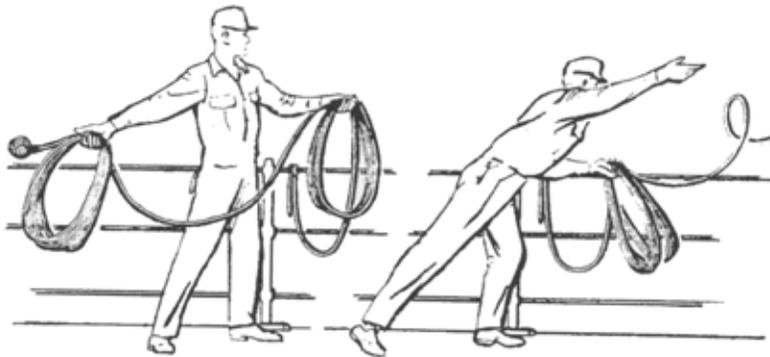
CFCD 105 Seamanship Rigging and Procedures Manual

Figure 1 Heaving Knot

### HEAVING A LINE

Use the following technique to throw a heaving line:

1. The line is first coiled into the hand in bights about three to four feet in circumference.
2. Separate this group of coils in half, keeping the half with the heaving knot in the heaving hand, and allow approximately five feet of line to hang in the space between the hands.
3. Turn the body sideways to the target, and hold the other hand palm-open facing the target.
4. Heave the weighted end, including the coiled rope, towards the target and allow as much of the rest of the line to go out as necessary.
5. Retain the end of the line in the other hand, or secure it to a guardrail.



Royal Canadian Sea Cadets Manual Volume 2, 1983

Figure 2 Throwing a Heaving Line

---

### ACTIVITY - COIL AND HEAVE A LINE

Time: 15 min

---

### OBJECTIVE

The objective of this activity is to have the cadets tie a heaving knot and coil and heave a line towards a target.

## RESOURCES

- Heaving line, one per five cadets.
- Heaving line targets (rings hanging from a ceiling or a circle taped to the deck).
- Diagram of how to properly tie a heaving knot.

## ACTIVITY LAYOUT

Layout the activity as per Diagram 3.

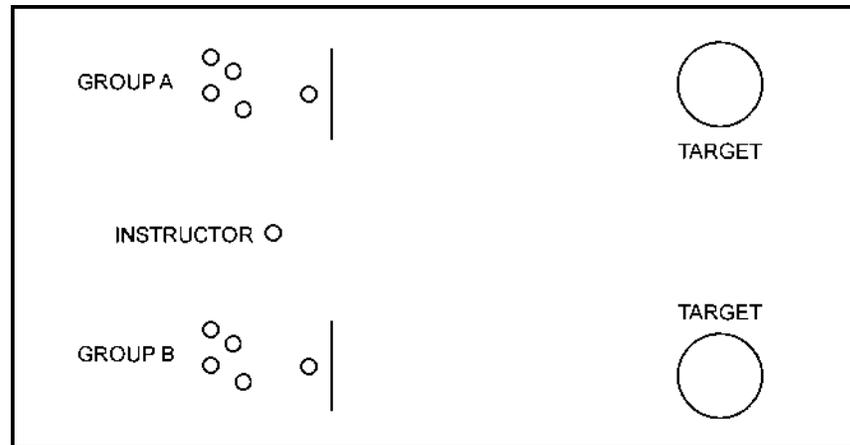


Figure 3 Activity Layout

## ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of five.
2. Provide each group with a heaving line, diagram and an area in which to heave towards a target.
3. Have each cadet practice tying a heaving knot.
4. Have each cadet toss the heaving line towards their group's target focussing on the amount of line in the heaving hand and the power required to toss it.

## SAFETY

Ensure a safety zone is put in place around the heaving line targets.

---

### END OF LESSON CONFIRMATION

---

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

---

### CONCLUSION

---

## HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice coiling and heaving a line on their own time.

## METHOD OF EVALUATION

Nil.

**CLOSING STATEMENT**

Coiling and heaving a line will be used in a variety of cadet training activities so it is important that the cadets become proficient in these skills.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.



## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 4

### EO C121.01 – WHIP THE END OF A LINE USING A WEST COUNTRY WHIPPING

---

Total Time: 30 min

---

### PREPARATION

---

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PF-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare a completed west country whipping to show the cadets.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

### INTRODUCTION

---

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have whipped the end of a line, using a west country whipping.

#### IMPORTANCE

Knowledge of the west country whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.

**Teaching Point 1****Explain, demonstrate and have the cadets whip the end of a line using a west country whipping.**

Time: 25 min

Method: Demonstration and Performance

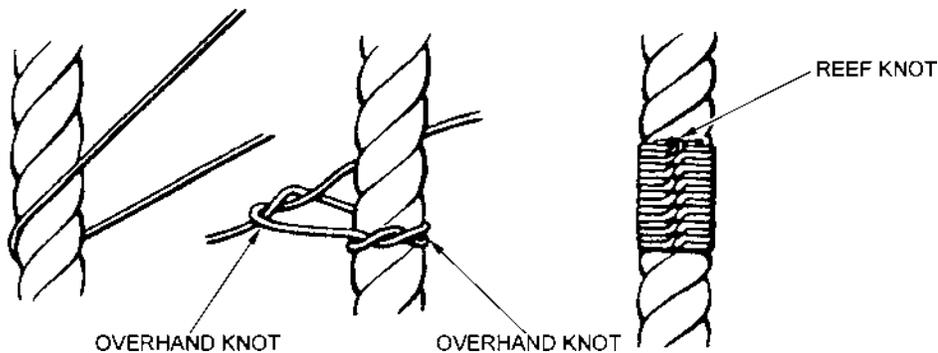
**WEST COUNTRY WHIPPING**

The west country whipping is suitable:

- when a line is in water for a great deal of time, as being in water may cause the whipping to become loose;
- for nylon or polyester line, as this type of line can more easily become undone; and
- to mark points on a line.

Use the following steps to make the whipping:

1. Centre the whipping twine and pass both ends around the line.
2. Each time the ends of the twine pass each other tie an overhand knot.
3. Finish with a reef knot.



*Admiralty Manual of Seamanship, Vol 1*

Figure 1 Making a West Country Whipping



Show the cadets the completed west country whipping.

**ACTIVITY- WHIP THE END OF A LINE**

Time: 15 min

**OBJECTIVE**

The objective of this activity is to have the cadets whip the end of a line using a west country whipping.

**RESOURCES**

- Line, one per cadet,
- One metre of whipping twine, one per cadet.
- Samples of the whipping in several stages of completion.
- Samples of the completed whipping.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Provide each cadet with a length of line and whipping twine.
2. Demonstrate each of the steps of the whipping.
3. Have each cadet complete each step after it has been demonstrated.
4. Have each cadet practice the whipping.

**SAFETY**

Nil.

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Encourage the cadets to continue practicing the whipping on their own time to maintain their knowledge and skills.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The west country whipping can be used in a variety of cadet training activities, so it is beneficial for the cadets to become proficient in this skill.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

C1-002 ISBN 0-7858-1446-9, Pawson, Des. (2002). *Pocket Guide to Knots & Splices*. Edison, NJ: Charwell, Books Inc.



## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 5

#### EO C121.02 – WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING

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Total Time: 60 min

---

### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have whipped the end of a line using a sailmaker's whipping.

#### IMPORTANCE

Knowledge of the sailmaker's whipping will give the cadet more versatility when completing advanced seamanship skills.

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**Teaching Point 1****Explain, demonstrate and have the cadets whip the end of a line using a sailmaker's whipping.**

Time: 50 min

Method: Demonstration and Performance

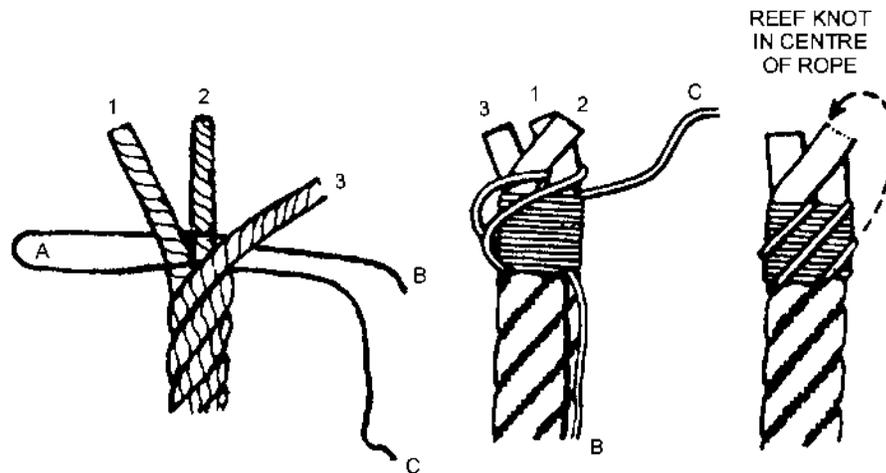
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**SAILMAKER'S WHIPPING**

The sailmaker's whipping is the most secure of the whippings, but can only be made at the end of a three-strand line. By winding the whipping twine around the line, it will not easily come undone.

The following steps are used to make the sailmaker's whipping:

1. Open or unlay the strands at the end of the line for about two inches.
2. Make a bight about nine inches long in the whipping twine and pass the bight over one strand of the line, letting the bight hang down, and bring the two ends of the twine towards you between the other two strands.
3. Ensure that you now have a bight (A) on one side of the line, and the short end (B) and working part of the twine (C) on the other side, as shown in Diagram 1.
4. Relay the strands of the line.
5. Whip the line tightly using the working part of the twine (C), moving towards the end of the line, and going against the lay. Put on enough turns so that the whipping is as long as the diameter of the line.
6. Take the slack of the bight (A) and, following the line of the strand (1) as it lies under the whipping, slip the end of the bight over the end of strand (1) as it emerges from the top of the whipping (see figure); it should follow the path of the groove in the line.
7. Tighten the bight by pulling firmly on the short end (B). The two parts of the bight will now occupy the grooves on either side of the strand (1).
8. Take the short end (B) and, following the remaining groove, bring it up outside the whipping and between the strands (1) and (3) as they emerge from the top of the whipping.
9. Take the end of the working part (C) and bring it between strands (1) and (3) from the opposite side of which the short end comes up.
10. Finish the whipping by tying the working part and short end together with a reef knot in the middle of the line and out of sight. Trim the ends to finish the whipping.



*Royal Canadian Sea Cadet Manual, Vol 1, 1983*

Figure 1 Making a Sailmaker's Whipping



Have samples of the completed whipping, as well as examples of the whipping in several stages of completion to show the cadets.

### ACTIVITY- WHIP THE END OF A LINE USING A SAILMAKER'S WHIPPING

Time: 35 min

#### OBJECTIVE

The objective of this activity is to have the cadets whip the end of a line using a sailmaker's whipping.

#### RESOURCES

- Line, one per cadet,
- One metre of whipping twine, one per cadet.
- Samples of the whipping in several stages of completion.
- Samples of the completed whipping.

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

1. Provide each cadet with a length of line and whipping twine.
2. Demonstrate each step of the whipping.
3. Have the cadets complete each step after it has been demonstrated.
4. Have the cadets practice the whipping.

**SAFETY**

Nil.

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Encourage the cadets to continue practicing the whipping on their own time to maintain their knowledge and skills.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The sailmaker's whipping can be used in a variety of cadet training activities; therefore it is beneficial for the cadets to become proficient in this skill.

**INSTRUCTOR NOTES/REMARKS**

Schedule the two periods consecutively.

---

**REFERENCES**

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A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.



## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 6

### EO C121.03 – COMPLETE A ROLLING HITCH

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Total Time: 30 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

---

### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have tied a rolling hitch.

#### IMPORTANCE

Knowledge of the rolling hitch will assist the cadet in future training and is needed to learn more advanced seamanship skills.

**Teaching Point 1**

**Explain, demonstrate and have the cadets complete a rolling hitch.**

Time: 25 min

Method: Demonstration and Performance

**ROLLING HITCH**

A rolling hitch is used to secure a line to a spar or another rope. Depending on the direction in which the rolling hitch is tied, it is made to pull without slipping in that direction only.

The following steps are used to make the hitch:

1. Wrap a line around a post or spar, take a second turn around and cross over the standing part to trap it.
2. Take another full turn around the post, but on the other side of the standing part.
3. Bring the working part up underneath itself to make a half hitch, and pull tight.



*CFCD 105 Seamanship Rigging and Procedures Manual*

Figure 1 Rolling Hitch



Have samples of the completed rolling hitch to show the cadets.

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Encourage the cadets to continue practicing the whipping on their own time to maintain their knowledge and skills.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The rolling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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C1-002 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 7

### EO C121.04 – COMPLETE A MARLING HITCH

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

### INTRODUCTION

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have completed a marling hitch.

#### IMPORTANCE

Knowledge of the marling hitch will be beneficial in future training and is needed for more advanced seamanship skills.



Placing diagrams on overheads will allow the cadets to refer to them during demonstration and practicing. Demonstrate the hitch on a jetty, post or other spar.

Have senior cadets circulate through the class to assist any cadets having problems.

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**Teaching Point 1**

**Explain, demonstrate and have the cadets complete a marling hitch.**

Time: 25 min

Method: Demonstration and Performance

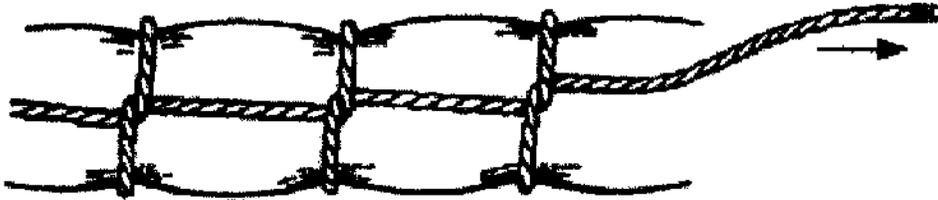
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**PURPOSE OF MARLING HITCH**

The marling hitch is used for lashing long bundles such as sails, hammocks and awnings. The end of the line is passed down through each half hitch, jamming that part up against the bundle.

Use the following steps to make the marling hitch:

1. Wrap the working end around the object to be bundled with a half hitch.
2. Move the working end along the length of the bundle and make another half hitch.
3. Repeat this process until the bundle is lashed as far along as required.



*CFCD 105 Seamanship Rigging and Procedures Manual*

Figure 1 Marling Hitch

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**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

The cadets shall be encouraged to continue practicing the marling hitch on their own time in order to maintain their knowledge and skills.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

The marling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). CFCD 105 Fleet Seamanship Rigging and Procedures Manual. Ottawa, ON.

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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**CHAPTER 12**

**PO 123 – RESPOND TO BASIC FORMS OF NAVAL COMMUNICATIONS**





## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 1

### EO M123.01 – DEFINE BASIC NAVAL TERMINOLOGY

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Total Time: 60 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PF-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Choose one of the three activities and prepare the required resources.

#### PRE-LESSON ASSIGNMENT

Nil.

---

### INTRODUCTION

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#### APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to basic naval terminology.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about naval terminology.

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson, the cadets shall have defined basic naval terminology and recognized the importance of this terminology as a naval custom.

#### IMPORTANCE

Basic naval terminology is used on a regular basis at the cadet corps and during training; therefore it is essential that the cadets become acquainted with commonly used terminology.

**Teaching Point 1****Explain the use of naval terminology.**

Time: 5 min

Method: Interactive Lecture

**NAVAL CUSTOM**

One of the most pervasive of naval customs is the use of a special language, commonly known as “naval terminology”. When aboard ship, naval terminology is used by the crew to communicate various things, ranging from common items found aboard ship to duties the crew are required to perform.

**SEA CADET CORPS**

At a sea cadet corps, naval terminology is used to acquaint cadets with some of the more common naval terms and expressions that are still in use today by the Royal Canadian Navy. When at the cadet corps, cadets also use naval terminology to simulate being aboard ship. For example, the building where cadet training is carried out is referred to as the “ship”, reinforcing a naval environment.

**Teaching Point 2****Define naval terminology.**

Time: 45 min

Method: In-Class Activity



Give the cadets five minutes to write down any naval terms they know. After five minutes, write the terms and definitions on the board. Add any terms from the list below that the cadets missed.

- **Gash / gash can** - garbage or a garbage can.
- **Stand easy** – a break.
- **Secure** – to close up, put away gear.
- **Head(s)** – toilet(s).
- **Duty watch** – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- **Out pipes** – the commencement of classes or the end of stand easy.
- **Scran locker** – lost and found.
- **Pipe** – sound produced from a boatswain’s call. The notes played have a specific meaning / message.
- **Colours** – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
- **Liberty boat** – when all personnel are dismissed for the day and may go ashore.
- **Bulkhead** – a wall.
- **Deckhead** – the ceiling of a ship.
- **Deck** – a floor.
- **Ship’s company** – the complement of a ship (this would include a sea cadet corps).
- **Sunset** – the ceremony of lowering the national colours at the end of the training day.
- **Gangway** – any recognized entrance, passageway, or traffic route within a ship.
- **Galley** – the ship’s kitchen.

- **Boatswain's stores** – a storeroom for cleaning gear.
- **Pipe down** – an order meaning to keep quiet.
- **Kye** – a hot chocolate drink or snack.
- **Coxswain** – the senior petty officer on a ship / most senior cadet position.
- **Belay** – to make fast a rope, or to cancel an order.
- **Aye Aye, Sir / Ma'am** – order understood and will obey, an appropriate response to an order from an officer.
- **Port** – left side of the ship.
- **Starboard** – right side of the ship.
- **Ship's office** – administration office.
- **Brow** – entrance / exit of ship where personnel must salute as they come aboard or go ashore.
- **Ship's Log** – a logbook that keeps track of the ship's routine.
- **Quartermaster** – at sea, the quartermaster is the master seaman, leading seaman or able seaman who is the helmsman. In harbour, the quartermaster is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow. At a corps, the Quartermaster is usually responsible for greeting guests and filling in the logbook. Brainstorming should take no more than 20 minutes to ensure there is enough time left to complete an activity.

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### ACTIVITY ONE – JARGON JEOPARDY

Time: 30 min

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#### OBJECTIVE

The objective of this activity is for the cadets to define basic naval terminology.

#### RESOURCES

- Chalk / White Board.
- Large Cue Cards.
- Tape.
- Jeopardy Questions and Answers, located at Attachment A.

#### ACTIVITY LAYOUT

Set up the chalk or white board with the cue cards. One side of the card should have the point value and the other side the question and answer (either a naval term or a definition).

#### ACTIVITY INSTRUCTIONS

1. Divide the class into three teams and have each team appoint a spokesperson and choose a name.
2. Begin with the first team, ask them to choose a point value from one of the topic rows.
3. Ask the question on the flip side of the card.

4. Give each team time to deliberate and choose an answer.
5. Have the team spokesperson raise their hand to answer the question.
6. Choose the team that raises their hand first and have them provide the answer. If the answer is correct, then that team wins the point value as indicated on the front of the card and can choose the next card.
7. If the response is incorrect, the other teams may answer the question. If the question goes unanswered the next selection then passes to the team to the left of the last incorrect answer.
8. Continue until all the categories have been uncovered and the team with the most points wins.

### **SAFETY**

Nil.

### **INSTRUCTOR GUIDELINES**

Further incentives could be provided to the winning team by awarding them funny money to the value of the points won. This money could then be redeemable at the corps canteen.

---

## **ACTIVITY TWO – TERM-INATOR**

Time: 30 min

---

### **OBJECTIVE**

The objective of this activity is for the cadets to define basic naval terminology.

### **RESOURCES**

- Chalk / White Board.
- Blue and White Paper.
- Tape.
- Markers.

### **ACTIVITY LAYOUT**

Tape the terms and definitions on one side of the chalkboard in random order. Use blue paper for terms, and white paper for definitions. On the other side of the board make two columns, one with the heading “Terms” and the other with the heading “Definitions”.

### **ACTIVITY INSTRUCTIONS**

1. Divide the class into two groups and get them to line up in teams.
2. From the list on the board (blue coloured paper only), select a term and ask the first member to provide its proper definition.
3. Alternate between groups with each new term and award one point to a team for each correct answer.
4. If a team answers incorrectly, points will not be deducted. However, the opposing team is given an opportunity to answer the same question.
5. As each term is correctly matched with its definition, place them under either the term column or the definition column so the cadets can see each term and its corresponding definition.

6. Each team is permitted time to deliberate in order to come up with the answer. The team should be encouraged to discuss their answer, ensuring that the majority is in agreement, before answering. The member at the head of the line will then answer on behalf of the team.
7. As soon as a member of the team has taken their turn, they move to the back of the line allowing the next person in line to prepare to answer on the next turn.
8. When all terms and definitions have been matched up, the team with the most points wins and is declared the TERM-INATORS.

### **SAFETY**

Nil.

### **INSTRUCTOR GUIDELINES**

- Teams are allotted one minute to provide the correct answer.
- Teams are awarded half a point for stealing the term.
- If the teams cannot find the correct answer, provide it to them.
- Explain each term as the game progresses.

---

## **ACTIVITY THREE – TERM HUNT**

Time: 30 min

---

### **OBJECTIVE**

The objective of this activity is for the cadets to define basic naval terminology.

### **RESOURCES**

- Chalk / White Board.
- Paper.
- Tape.
- Markers.
- OHP and Slides.

### **ACTIVITY LAYOUT**

Write definitions (without terms) on cue cards and place in an envelope. Place the envelopes on objects identified by the term inside. Place the envelopes like a scavenger hunt so each term should lead the cadet to the next clue (eg, the first envelope (which would be given to the cadets at the start of the activity) would contain the definition of a gash can. This clue should lead the cadet to the gash can, where the next definition will be placed).

### **ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups of four.
2. Have each group start at a different location to start the scavenger hunt.
3. Once all the terms have been located, review the list with the cadets.

## **SAFETY**

Nil.

## **INSTRUCTOR GUIDELINES**

- Definitions may have to include hints to the next term's location.
- Some terms are not actual objects so be creative when deciding on locations (eg, "Ship's company" can be placed on the deck or on an organizational chart).

---

## **END OF LESSON CONFIRMATION**

---

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

---

## **CONCLUSION**

---

## **HOMEWORK/READING/PRACTICE**

Nil.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

Naval terminology is used on a regular basis at the corps and at cadet summer training centres. It is important that cadets have an understanding of common terminology, as they will be exposed to it throughout their cadet career and will be expected to use this terminology, with ease, on an ongoing basis.

## **INSTRUCTOR NOTES/REMARKS**

Nil.

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## **REFERENCES**

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A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

**JEOPARDY QUESTIONS AND ANSWERS**

<b>PEOPLE</b>	<b>PLACES</b>	<b>THINGS</b>	<b>FOUR LETTER WORDS</b>	<b>SIMPLY S</b>	<b>HODGE PODGE</b>
<b>Coxswain</b>  The most senior Petty Officer in a ship or corps	<b>Brow</b>  Entrance / exit of ship where personnel must salute as they come aboard or go ashore	<b>Kye</b>  A hot chocolate drink	<b>Gash</b>  The term sailors use for garbage	<b>The term used for a break from work</b>  <b>Stand Easy</b>	<b>A reply which means the order is understood and I will obey</b>  <b>Aye, Aye</b>
<b>The compliment of a ship is called</b>  <b>Ships Company</b>	<b>Any recognised entrance to, or a passageway, or a traffic route within a</b>  <b>Gangway</b>	<b>A ceiling on a ship</b>  <b>Deckhead</b>	<b>Deck</b>  A floor on a ship	<b>Sunset</b>  The ceremony of lowering the national colours at the end of the training day	<b>Out Pipes</b>  A pipe indicating the commencement of classes or the end of stand easy
<b>A division selected, on a rotational basis, to look after the preparation and clean up</b>  <b>Duty Watch</b>	<b>The ships kitchen</b>  <b>Galley</b>	<b>Bulkhead</b>  A wall on a Ship	<b>Pipe</b>  Sound produced from a boatswain's call. The notes played have a specific meaning / message	<b>The Ships Lost and Found</b>  <b>Scran Locker</b>	<b>To make fast a rope, or to cancel an order as in "belay that"</b>  <b>Belay</b>
<b>Quartermaster</b>  In harbour, this position is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow	<b>Boatswains Stores</b>  A storeroom for cleaning gear	<b>The Ships Lost and Found</b>  <b>The Scran Locker</b>	<b>Head(s)</b>  This is what sailors refer to as the toilet	<b>The compliment of a ship is called</b>  <b>Ship's Company</b>	<b>Colours</b>  The Ceremony of hoisting the national colours on naval ships, shore establishments or corps at the beginning of the day/training
<b>DOUBLE JEOPARDY</b>  <b>The Buffer</b>  <b>The Chief Boatswains Mate</b>	<b>Starboard</b>  The right side of a ship	<b>Liberty Boat</b>  When all personnel are dismissed for the day and may go ashore	<b>DOUBLE JEOPARDY</b>  <b>Grog</b>  Rum mixed with two parts water	<b>To Close up, or to put away gear</b>  <b>Secure</b>	<b>Pipe Down</b>  An order meaning to keep quiet

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CUE CARDS

Front of Cue Cards

PEOPLE	PLACES	THINGS	FOUR LETTER WORDS	SIMPLY S	HODGE PODGE
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 2

### EO M123.02 – IDENTIFY PIPES AND THE CORRECT RESPONSES

---

Total Time:

30 min

---

### PREPARATION

---

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Visit [http://www.navy.forces.gc.ca/cms/5/5-a\\_eng.asp?id=506](http://www.navy.forces.gc.ca/cms/5/5-a_eng.asp?id=506) for pipe sounds.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A demonstration was chosen for TP1 as it allows the instructor to explain and demonstrate the General Call, Carry On and the Still.

An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the purpose, sound and the correct response for each pipe.

---

### INTRODUCTION

---

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadets shall have identified the different pipes and how to respond to each of them.

#### IMPORTANCE

Pipes are routinely used at the corps during Colours and Sunset ceremonies, as well as for relaying orders. It is important that the cadets be familiar with the pipes in order to respond to them.

**Teaching Point 1****Demonstrate pipes.**

Time: 5 min

Method: Demonstration

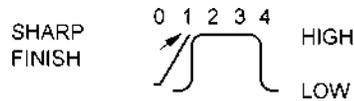


Demonstrate the General Call, Carry On and the Still.

Have extra boatswain calls available for the cadets to use.

**TYPES OF PIPES**

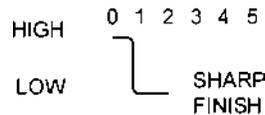
**The General Call** is broken into two sections, separated by a very short pause in sound. The General Call begins with a quick low to high note, combined, lasting approximately one second. After this, a short low note will be followed by a three second high note back to a low note. This pipe will last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



*Royal Canadian Sea Cadets Manual Volume 2, 1983*

Figure 1 General Call Notes

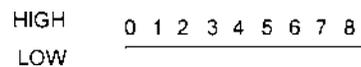
**The Carry On** consists of half a second high note followed by a two second low note.



*Royal Canadian Sea Cadets Manual Volume 2, 1983*

Figure 2 Carry On Notes

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



*Royal Canadian Sea Cadets Manual Volume 2, 1983*

Figure 3 Still Note

---

**CONFIRMATION OF TEACHING POINT 1**


---

The instructor shall demonstrate the Still, the General Call, and the Carry On and ask the cadets to identify them.

---

**Teaching Point 2****Explain the purpose of each pipe.**

Time: 10 min

Method: Interactive Lecture

---

**SOUNDS OF A PIPE**

Pipes from a boatswain call will be made up of high notes and low notes. A high note is achieved by the piper cupping their fingers around the hole and blowing air into the mouthpiece. A low note is achieved by the piper allowing air to flow freely through the hole.

Combinations of these low notes and high notes at different time intervals and pauses will make up different pipes, each which have different meanings and responses.



Demonstrate the difference between a high and low note.

**PURPOSE OF EACH PIPE**

Pipes have been used for many years aboard naval ships. They are still currently in use today to gain the attention of a ship's crew or to pass on instructions to crewmembers. Each pipe has specific purposes as well as specific reasons for their usage. The following are the purposes for those pipes, which are familiar to most sea cadet units.

**General Call**

Purpose – the General Call is used to gain the attention of the ship's company before passing an order.

**STILL**

Purpose – the Still is used to pipe all hands to attention as a mark of respect, to order silence on occasions such as rounds, colours and sunset, or to stop all work in the vicinity in order to prevent an accident.

**Carry On**

Purpose - the Carry On is piped after the reason for the Still is completed.



Demonstrate the pipes throughout this section to reinforce the different sounds.

---

**CONFIRMATION OF TEACHING POINT 2**

---

**QUESTIONS:**

- Q1. What is the purpose of the General Call?
- Q2. What pipe is often used as a mark of respect?
- Q3. What pipe is used to inform a crew that they may continue on with their work?

**ANTICIPATED ANSWERS:**

- A1. To gain the attention of the crew before passing an order.
- A2. The Still.
- A3. The Carry On.

---

**Teaching Point 3**

**Explain the required response to each pipe.**

Time: 10 min

Method: Interactive Lecture

---

The pipes all have a specific purpose, which in turn require a response. The following are the responses to pipes.

**General Call**

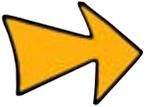
Response – when the pipe is heard, cadets should stop what they are doing, adopt the position of attention and listen for orders. Cadets should not talk or move until the orders are passed.

**STILL**

Response - when the pipe is heard, cadets should stop what they are doing, adopt the position of attention and await instructions.

**Carry On**

Response - the Carry On is piped after the reason for the Still is completed, and the cadets may continue with what they were doing before they heard the pipe or carry out the new orders.



If cadets are sitting when a pipe is heard, they are to sit straight up in their chair and promptly place their hands by their side, looking straight ahead awaiting their instructions or orders.

---

**ACTIVITY – NAME THAT PIPE**

Time: 5 min

---

**OBJECTIVE**

The objective of this activity is to familiarize the cadets with the sounds of the pipes and respond to each accordingly.

**RESOURCES**

- Boatswain call.

**ACTIVITY LAYOUT**

N/A

**ACTIVITY INSTRUCTIONS**

1. Have the cadets walk around the training area.
2. Pipe one of the calls.

3. Have the cadets respond to the call.
4. Continue until all pipes have been sounded.

**SAFETY**

N/A

**INSTRUCTOR GUIDELINES**

N/A



Enhance the activity by adding a storyline or music and interrupting it with a pipe that the cadets must respond to.

---

**CONFIRMATION OF TEACHING POINT 3**


---

The cadets participation in the activity will serve as confirmation for this lesson.

---



---

**END OF LESSON CONFIRMATION**


---

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

---



---

**CONCLUSION**


---

**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Corps' use pipes as a way of communicating. Through recognizing these pipes, and knowing how to respond upon hearing them, cadets will find the corps routine easier to follow.

**INSTRUCTOR NOTES/REMARKS**

Nil.

---

**REFERENCES**


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A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 3

### EO M123.03 – PARTICIPATE IN A REVIEW OF SHIP'S OPERATIONS

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Choose an activity and prepare the required resources.

#### PRE-LESSON ASSIGNMENT

Nil.

### INTRODUCTION

#### APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in ship's operations.

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson, cadets shall be familiar with ship's operations.

#### IMPORTANCE

It is important that cadets are familiar with ship's operations because it is a part of being a sea cadet and will help the cadet better integrate into the corp.

---

**Teaching Point 1**

**Review ship's operations.**

Time: 25 min

Method: In-Class Activity

---



There are several activities that can be conducted during this period.

Stations can be set up with the different activities, and the cadets can rotate through the stations. This is a good choice if there is a large group of cadets.

The cadets can do these activities individually, paired, or in a group.

Split the class in half and play the "Team Quiz Game". Any left over time can be dedicated to other activities.

---

**ACTIVITY ONE – CROSSWORD PUZZLE**

Time: 10 min

---

**OBJECTIVE**

The objective of this activity is to review naval terminology.

**RESOURCES**

- Naval Terminology Crossword located at Attachment A.
- Pens or pencils.

**ACTIVITY INSTRUCTIONS**

Nil.

**ACTIVITY LAYOUT**

Hand out the crossword puzzle to the cadets and let them work on it individually.

**SAFETY**

Nil.

**INSTRUCTOR GUIDELINES**

Nil.

---

**ACTIVITY TWO – WORD SEARCH**

Time: 10 min

---

**OBJECTIVE**

The objective of this activity is to review naval terminology.

**RESOURCES**

- Naval Terminology Word search located at Attachment B.
- Pens or pencils.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

Have the cadets complete the word search.

**SAFETY**

Nil.

**INSTRUCTOR GUIDELINES**

Nil.

---

**ACTIVITY THREE – QUIZ CARDS**

---

Time: 10-30 min

---

**OBJECTIVE**

The objective of this activity is to review ship's operations.

**RESOURCES**

Naval Terminology Cards located at Attachment C.

**ACTIVITY LAYOUT**

The quiz cards can be used in the following ways:

- **Memory Game:** This game is to be played in pairs. The cards shall be put face down on the table. Cadets will take turns turning up two cards for all cadets to see, looking for a match. If the cards match, the cadet may take the two matching cards into their possession. If the cards do not match, the cards will be replaced face down on the table. The cadet who finds the most matches wins the game.
- **Team Quiz Game:** The cadets are split into two teams. Read the questions from the cards and have team take turns answering the questions. The cadets can either answer individually or with help from their team. Each correct answer earns the team one point. The team with the most points at the end wins the game.

**SAFETY**

Nil.

**INSTRUCTOR GUIDELINES**

Nil.

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Ship's operations is an important part of being a sea cadet. Cadets need to understand the terminology and how to respond to pipes.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

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A1-002 CMS / SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

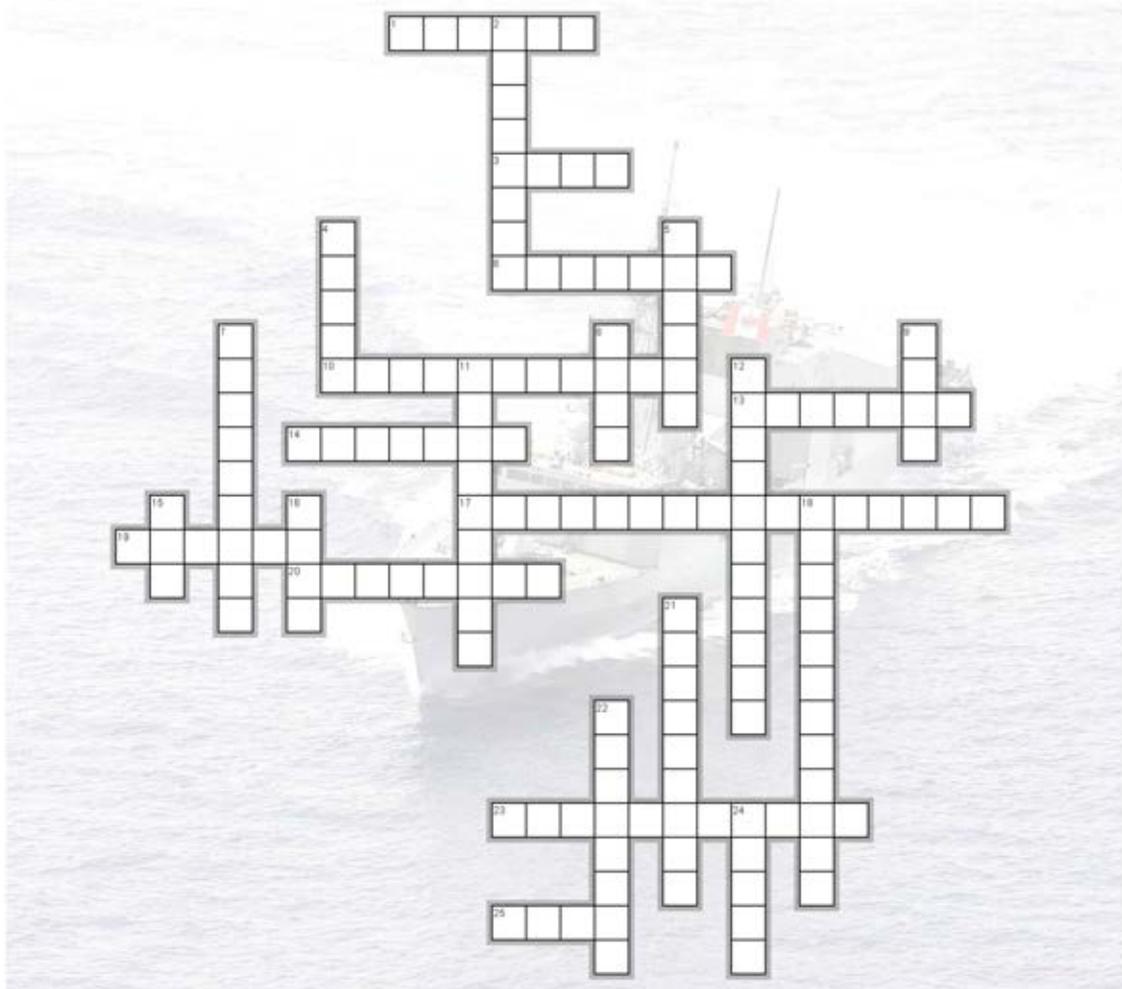
A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

## NAVAL TERMINOLOGY CROSSWORD



### NAVAL TERMINOLOGY CROSSWORD



#### ACROSS

1. Ceremony of lowering the National Flag at the end of the training Day.
3. Put away gear.
6. Hallway.
10. The administration office of a ship.
13. The ceremony of hoisting the National Flag.
14. Where garbage is placed.
17. A storeroom for cleaning supplies.
19. Yes, I understand.
20. The senior cadet of a corps.
23. When all personnel are dismissed to go ashore.
25. The entrance / exit of a ship. A salute is required.

#### DOWN

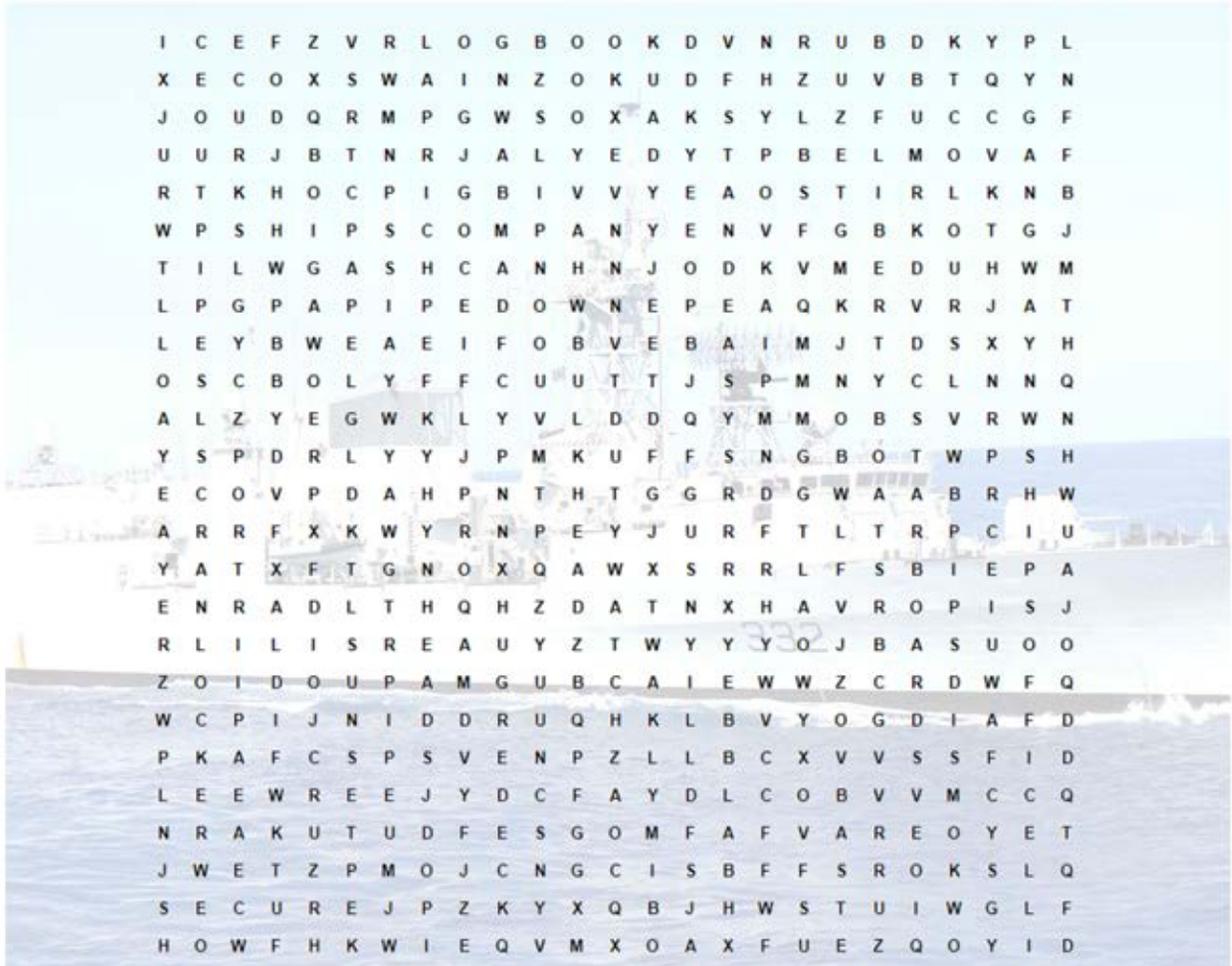
2. Keeps track of the ship's routine.
4. Washroom.
5. Kitchen.
7. A break.
8. Sound produced from a boatswain's call, used to convey an order.
9. The left side of a ship.
11. The right side of a ship.
12. Lost and found.
15. A hot chocolate drink.
16. The floor of a ship.
18. The compliment of a ship.
21. Division responsible for cleaning up.
22. An order to keep quiet.
24. Cancel an order.

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## NAVAL TERMINOLOGY WORD SEARCH



### NAVAL TERMINOLOGY WORD SEARCH



AYE AYE  
BELAY  
BROW  
BULKHEAD  
COLOURS  
COXSWAIN  
DECK  
DUTY WATCH  
GALLEY

GANGWAY  
GASH CAN  
HEADS  
KYE  
LIBERTY BOATS  
LOG BOOK  
OUT PIPES  
PIPE  
PIPE DOWN

PORT  
SCRAN LOCKER  
SECURE  
SHIPS COMPANY  
SHIPS OFFICE  
STAND EASY  
STARBOARD  
SUNSET

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**NAVAL TERMINOLOGY CARDS**

<b>I always bear the name of my ship and the date of her launching.</b>	<b>Ship's bell</b>
<b>I am what a civilian would call the bathroom.</b>	<b>Heads</b>
<b>I am a ceremony that is conducted aboard ship, and the name of the child is engraved on the ship's bell.</b>	<b>Baptisms</b>
<b>Where would you find a clapper?</b>	<b>On the ship's bell.</b>

<b>This call is used to gain the attention of the ship's company before passing an order.</b>	<b>The General Call</b>
<b>This is piped after the reason for the Still is completed.</b>	<b>The Carry On</b>
<b>This pipe is used to call all hands to attention as a mark of respect; to order silence on an occasion such as rounds, colours or sunset, or to stop work in a vicinity in order to prevent an accident.</b>	<b>The Still</b>
<b>If I was a lost item, you would find me here.</b>	<b>The Scran Locker</b>

<b>I am the ceremony where the national flag is hoisted, usually in the morning or at the beginning of the training day.</b>	<b>Colours</b>
<b>This is the time when personnel are dismissed for the day and may go ashore.</b>	<b>Liberty Boat</b>
<b>Civilians usually call me a "wall".</b>	<b>Bulkhead</b>
<b>Civilians usually call me a "floor".</b>	<b>Deck</b>

<b>I am the ceiling of a ship.</b>	<b>Deckhead</b>
<b>Break time.</b>	<b>Stand Easy</b>
<b>The compliment of a ship.</b>	<b>Ship's company</b>
<b>Any recognized entrance to, or a passageway, or a traffic route within a ship.</b>	<b>Gangway</b>

<b>Civilians usually call me a “kitchen”.</b>	<b>The Galley</b>
<b>I am where the ship's routine events are kept track of.</b>	<b>Ship's Log</b>
<b>A storeroom for cleaning gear.</b>	<b>Boatswain's Stores</b>
<b>A hot chocolate drink.</b>	<b>Kye</b>

<b>I am the senior petty officer on a ship / most senior cadet position.</b>	<b>Coxswain</b>
<b>To make fast a rope or cancel an order.</b>	<b>Belay</b>
<b>Entrance or exit of a ship where personnel must salute as they come aboard or go ashore.</b>	<b>The Brow</b>
<b>This means that I understand and will obey.</b>	<b>Aye Aye</b>

<b>Civilians would refer to me as "left".</b>	<b>Port</b>
<b>Civilians would refer to me as "right".</b>	<b>Starboard</b>
<b>At sea, I am the master seaman, leading seaman or able seaman who is the helmsman. In harbour, I am the senior member of the gangway staff and am responsible for supervising the boatswain's mate and the security of the brow.</b>	<b>The Quartermaster</b>
<b>You would find me attached to the clapper.</b>	<b>The bell rope</b>

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 4

### EO C123.01 – READ THE 24-HOUR CLOCK

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PF-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the 24-hour clock located at Attachment A for each cadet.

Photocopy the time cards located at Attachment B, one set for every two cadets.

#### PRE-LESSON ASSIGNMENT

Nil.

### INTRODUCTION

#### APPROACH

An interactive lecture was chosen for TP 1 and TP 2 to orient the cadets to the 24-hour clock.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about the 24-hour clock.

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have converted conventional time into 24-hour time.

#### IMPORTANCE

It is important that cadets are able to convert conventional time into 24-hour time as it is routinely used at the corps.

---

**Teaching Point 1****Describe the 24-hour clock.**

Time: 10 min

Method: Interactive Lecture

---

**WHY THE 24-HOUR CLOCK IS USED**

Royal Canadian Sea Cadet Corps' use the watches and times based on the traditional system in use today by the Royal Canadian Navy. The 24-hour clock provides distinction between the watches and eliminates the use of am and pm.

**HOW THE 24-HOUR CLOCK WORKS**

The 24-hour clock uses the numbers 0 – 24. To convert conventional time into 24-hour time in the pm, simply add 12 to the conventional time. For example, if it is 7:00pm, add 12 (7+12), which equals 19, therefore it is 1900 hours.

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



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

Figure 1 The 24-Hour Clock



Give the cadets a copy of the 24-hour clock.

---

### CONFIRMATION OF TEACHING POINT 1

---

#### QUESTIONS:

- Q1. How is conventional time in the pm converted into 24-hour time?  
 Q2. Convert 1:00 pm into 24-hour time.  
 Q3. Convert 9:00 pm into 24-hour time.

#### ANTICIPATED ANSWERS:

- A1. Conventional time in the pm is converted into 24-hour time by adding 12.  
 A2. In 24-hour time, 1:00 pm is 1300.  
 A3. In 24-hour time, 9:00 pm is 2100.

---

#### Teaching Point 2

**Conduct an activity on the 24-hour clock.**

Time: 15 min

Method: In-Class Activity

---



Choose either activity one or two. The first one is a group activity that the entire class participates and second requires the cadets to work in pairs.

---

### ACTIVITY ONE – TIME FOR A CHALLENGE

Time: 15 min

---

#### OBJECTIVE

The objective of this activity is to have the cadets convert conventional time into 24-hour time.

#### RESOURCES

- Time cards (One set per team).

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

1. Split the class into two teams.
2. Using the time cards, ask questions to each team, alternating between teams.

3. Give one point for each correct answer.
4. The team with the most points wins the game.

**SAFETY**

Nil.

**INSTRUCTOR GUIDELINES**

Nil.

---

**ACTIVITY TWO – TIME TO REMEMBER**

Time: 15 min

---

**OBJECTIVE**

The objective of this activity is to have the cadets convert conventional time into 24-hour time.

**RESOURCES**

- Time cards (One set per pair).

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Put the cadets into pairs.
2. Give each pair a set of cards.
3. Have the cadets mix up the cards and place them face down on the table.
4. Have the cadets take turns turning up two cards searching for a pair.
5. Continue until all the cards have been matched. The cadet with the most pairs at the end of the game is the winner.

**SAFETY**

Nil.

**INSTRUCTOR GUIDELINES**

Nil.

---

**CONFIRMATION OF TEACHING POINT 2**

---

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

At the corps, the ability to convert conventional time into 24-hour time is essential in order for the cadets to read training schedules and meet timings.

**INSTRUCTOR NOTES/REMARKS**

Nil.

---

**REFERENCES**

---

A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

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**24-HOUR CLOCK**



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**24-HOUR CLOCK CARDS**

<b>0000</b>	<b>12:00 am</b>
<b>0100</b>	<b>1:00 am</b>
<b>0200</b>	<b>2:00 am</b>
<b>0300</b>	<b>3:00 am</b>

<b>0400</b>	<b>4:00 am</b>
<b>0500</b>	<b>5:00 am</b>
<b>0600</b>	<b>6:00 am</b>
<b>0700</b>	<b>7:00 am</b>

<b>0800</b>	<b>8:00 am</b>
<b>0900</b>	<b>9:00 am</b>
<b>1000</b>	<b>10:00 am</b>
<b>1100</b>	<b>11:00 am</b>

<b>1200</b>	<b>12:00 am</b>
<b>1300</b>	<b>1:00 pm</b>
<b>1400</b>	<b>2:00 pm</b>
<b>1500</b>	<b>3:00 pm</b>

<b>1600</b>	<b>4:00 pm</b>
<b>1700</b>	<b>5:00 pm</b>
<b>1800</b>	<b>6:00 pm</b>
<b>1900</b>	<b>7:00 pm</b>

<b>2000</b>	<b>8:00 pm</b>
<b>2100</b>	<b>9:00 pm</b>
<b>2200</b>	<b>10:00 pm</b>
<b>2300</b>	<b>11:00 pm</b>



## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 5

### EO C123.02 – RECITE THE PHONETIC ALPHABET

Total Time:

60 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Choose an activity and prepare the required resources.

#### PRE-LESSON ASSIGNMENT

Nil.

### INTRODUCTION

#### APPROACH

An interactive lecture was chosen for TP 1 and TP 2 to orient the cadets to the phonetic alphabet.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson, the cadet shall have recited the phonetic alphabet.

#### IMPORTANCE

Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and cadet summer training centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

---

**Teaching Point 1****Discuss the use of the phonetic alphabet.**

Time: 5 min

Method: Interactive Lecture

---

**THE USE OF THE PHONETIC ALPHABET**

In the 1950's, the phonetic alphabet was developed to be intelligible and pronounceable to all North American Treaty Organization (NATO) allies in the heat of battle. It has replaced other phonetic alphabets that were used in past years.

The phonetic alphabet is used for clarification during communication, especially during radio procedures. It is used to spell out letters in place of saying only the letter itself. By using the phonetic alphabet, there is less chance for confusion during communication. For example, the letters "D" and "E" sound similar and could easily be mistaken for one another. When using the phonetic alphabet, "Delta" and "Echo" are easy to distinguish. The phonetic alphabet is used internationally by marine communities, aircraft, amateur radio operators and the military.

Cadets will be exposed to the phonetic alphabet at their corps, sailing centres and CSTCs.

---

**Teaching Point 2****Recite the phonetic alphabet.**

Time: 20 min

Method: Interactive Lecture

---

**RECITE THE PHONETIC ALPHABET**

Display the phonetic poster (Attachment A) for the cadets to see as they recite the phonetic alphabet. The poster also contains pictures of the flags which represent each letter. It is not necessary for the cadets to learn the flags.

- Alpha
- Bravo
- Charlie
- Delta
- Echo
- Foxtrot
- Golf
- Hotel
- India
- Juliett
- Kilo
- Lima
- Mike
- November
- Oscar
- Papa

- Quebec
- Romeo
- Sierra
- Tango
- Uniform
- Victor
- Whiskey
- Xray
- Yankee
- Zulu

---

### CONFIRMATION OF TEACHING POINT 2

---

The cadets' reciting the phonetic alphabet will serve as the confirmation of this lesson.

---

#### Teaching Point 3

**Conduct an activity on the phonetic alphabet.**

Time: 25 min

Method: In-Class Activity



Choose one of the three activities.

---

### ACTIVITY ONE – PHONETIC ALPHABET CROSSWORD PUZZLE

Time: 25 min

#### OBJECTIVE

The objective of this activity is to have the cadets learn the phonetic alphabet.

#### RESOURCES

- Phonetic Alphabet Crossword Puzzle, located at Attachment B, and
- Pens or pencils.

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

Hand out the crossword puzzle to the cadets and let them work on it individually.

#### SAFETY

Nil.

## **INSTRUCTOR GUIDELINES**

Nil.

---

### **ACTIVITY TWO – PHONETIC ALPHABET WORD SEARCH**

Time: 25 min

---

#### **OBJECTIVE**

The objective of this activity is to have the cadets learn the phonetic alphabet.

#### **RESOURCES**

- Phonetic Alphabet Word Search, located at Attachment C, and
- Pens or pencils.

#### **ACTIVITY LAYOUT**

Nil.

#### **ACTIVITY INSTRUCTIONS**

Hand out the crossword puzzle to the cadets and let them work on it individually.

#### **SAFETY**

Nil.

## **INSTRUCTOR GUIDELINES**

Nil.

---

### **ACTIVITY THREE – MEMORY GAME**

Time: 25 min

---

#### **OBJECTIVE**

The objective of this activity is to have the cadets learn the phonetic alphabet.

#### **RESOURCES**

- Phonetic Alphabet cards located at Attachment D.

#### **ACTIVITY LAYOUT**

Nil.

#### **ACTIVITY INSTRUCTIONS**

1. Put the cadets into pairs.
2. Give each pair of cadets their own set of cards.
3. Have the cadets place the cards spread out and face down on the table.

4. Have them take turns turning up two cards at a time (partners are allowed to see what cards are turned up) looking for a match.
5. If the cards match, the cadet may take the two matching cards into their possession. If the cards do not match, the cards will be replaced face down on the table.
6. Continue until all the cards are matched.
7. The cadet who finds the most matches wins the game.

**SAFETY**

Nil.

**INSTRUCTOR GUIDELINES**

Supervise and provide assistance when necessary.

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

---

**HOMEWORK/READING/PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil

**CLOSING STATEMENT**

Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and cadet summer training centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

**INSTRUCTOR NOTES/REMARKS**

Nil.

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**REFERENCES**

---

- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-014 National Aeronautics and Space Administration. Retrieved 21 April 2006 from <http://www.grc.nasa.gov/WWW/MAEL/ag/phonetic.htm>.

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### PHONETIC ALPHABET POSTER



<http://www.boatingandmarineinfo.org/alpha.html>

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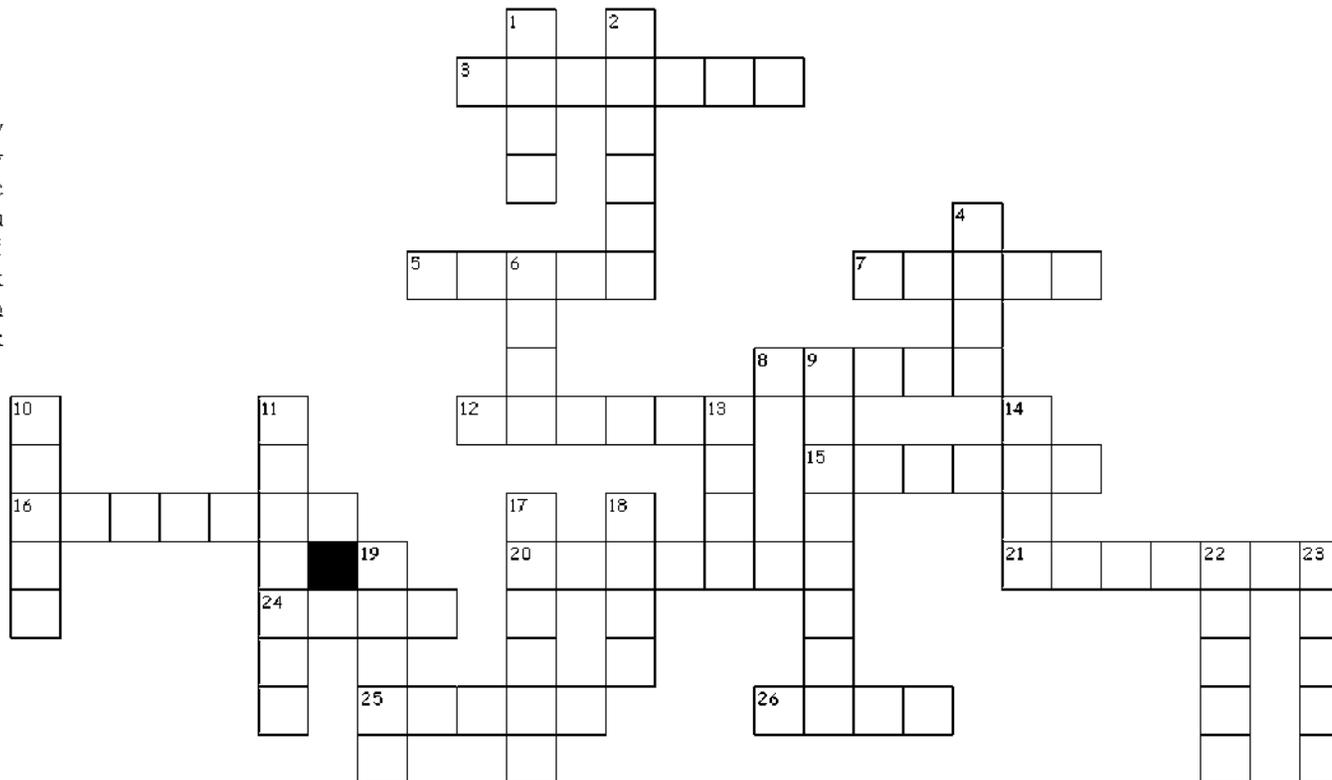
# PHONETIC ALPHABET CROSSWORD PUZZLE

Across

- 3. j
- 5. d
- 7. b
- 8. i
- 12. y
- 15. v
- 16. c
- 20. u
- 21. f
- 24. k
- 25. h
- 26. x

Down

- 1. z
- 2. s
- 4. p
- 6. l
- 9. n
- 10. o
- 11. w
- 13. e
- 14. g
- 17. q
- 18. m
- 19. a
- 22. r
- 23. t



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# PHONETIC ALPHABET WORD SEARCH

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

ALPHA  
BRAVO  
CHARLIE  
DELTA  
ECHO  
FOXTROT  
GOLF  
HOTEL  
INDIA  
JULIETT  
KILO  
LIMA  
MIKE

NOVEMBER  
OSCAR  
PAPA  
QUEBEC  
ROMEO  
SIERRA  
TANGO  
UNIFORM  
VICTOR  
WHISKEY  
XRAY  
YANKEE  
ZULU

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## WORD SEARCH SOLUTION

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

Over, Down, Direction)

- ALPHA (14, 5, N)
- BRAVO (12, 1, S)
- CHARLIE (7, 2, SW)
- DELTA (5, 14, E)
- ECHO (14, 12, N)
- FOXTROT (8, 2, SW)
- GOLF (13, 10, NW)
- HOTEL (10, 15, W)
- INDIA (13, 9, N)
- JULIETT (9, 7, N)
- KILO (4, 4, NE)
- LIMA (7, 10, SE)
- MIKE (11, 9, SW)
- NOVEMBER (15, 14, NW)
- OSCAR (1, 1, S)
- PAPA (1, 10, E)
- QUEBEC (10, 1, S)
- ROMEO (11, 11, S)
- SIERRA (8, 3, SW)
- TANGO (10, 11, NW)
- UNIFORM (7, 9, W)
- VICTOR (11, 6, N)
- WHISKEY (10, 8, SW)
- XRAY (8, 13, NW)
- YANKEE (15, 13, N)
- ZULU (1, 11, E)

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<b>A</b>	<b>Alpha</b>
<b>B</b>	<b>Bravo</b>
<b>C</b>	<b>Charlie</b>
<b>D</b>	<b>Delta</b>

<b>E</b>	<b>Echo</b>
<b>F</b>	<b>Foxtrot</b>
<b>G</b>	<b>Golf</b>
<b>H</b>	<b>Hotel</b>

<b>I</b>	<b>India</b>
<b>J</b>	<b>Juliett</b>
<b>K</b>	<b>Kilo</b>
<b>L</b>	<b>Lima</b>

<b>M</b>	<b>Mike</b>
<b>N</b>	<b>November</b>
<b>O</b>	<b>Oscar</b>
<b>P</b>	<b>Papa</b>

<b>Q</b>	<b>Quebec</b>
<b>R</b>	<b>Romeo</b>
<b>S</b>	<b>Sierra</b>
<b>T</b>	<b>Tango</b>

<b>U</b>	<b>Uniform</b>
<b>V</b>	<b>Victor</b>
<b>W</b>	<b>Whiskey</b>
<b>X</b>	<b>Xray</b>

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

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**COMMON TRAINING**  
**PHASE ONE**  
**INSTRUCTIONAL GUIDE**



**SECTION 6**

**EO C123.03 – PARTICIPATE IN A SEMAPHORE EXERCISE**

Total Time:

150 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TP 1 to orient the cadets to the phonetic alphabet.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.

A demonstration was chosen for TPs 3 as it allows the instructor to explain and demonstrate the proper way in which to wear the sea cadet uniform.

A demonstration and performance was chosen for TP 4 and 5 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision. A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadets shall have sent and received semaphore messages.

## **IMPORTANCE**

Semaphore was designed to enable a naval communicator to rapidly send accurate and secure messages over a short distance during daylight. Although technology has limited the need for semaphore in today's navies, it is still used in modern replenishment at sea operations. Having the cadets learn this skill will connect them to the history and tradition of communications in the Royal Canadian Navy.

**Teaching Point 1****Define semaphore.**

Time: 5 min

Method: Interactive Lecture

**SEMAPHORE**

Semaphore is a visual signalling procedure that dates back, in its present form, to the 18th century. The two hand flags are red and yellow in colour, split diagonally, with the red side opposite the handle. Both flags are used in combination to form letters and numbers. Since the receiver must be able to clearly see the sender, this type of communication is used during daylight over short distances.

Semaphore signalling allows for rapid transmission of characters between stations. Since there is always the possibility of someone intercepting an electronic transmission, the simplicity of using flags to communicate is very appealing.

**CONFIRMATION OF TEACHING POINT 1****QUESTION:**

Q1. What is semaphore?

Q2. When is semaphore used?

**ANTICIPATED ANSWERS:**

A1. Semaphore is visual signalling.

A2. During the daylight.

**Teaching Point 2****Have the cadets create semaphore flags.**

Time: 30 min

Method: In-Class Activity



The cadets will create semaphore flags to be used later in the lesson when they will practice calling and answering semaphore messages. The flags are square with the top left portion red and the bottom right portion yellow.



[www.seacadetsignals.org.uk/Googie%20and%20Spud/Anim%20Sem%20Lets/Attn300.gif](http://www.seacadetsignals.org.uk/Googie%20and%20Spud/Anim%20Sem%20Lets/Attn300.gif)

Figure 1 Cadet with Flags

---

## ACTIVITY – CREATE SEMAPHORE FLAGS

---

Time: 30 min

---

### OBJECTIVE

To objective of this activity is to have the cadets create flags to use in semaphore activities.

### RESOURCES

- Blank paper.
- Flag diagram (Attachment A).
- Scissors.
- Pencil crayons or markers.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

1. Have the cadets cut out squares of paper.
2. Have them fold the paper in half diagonally from bottom left corner to top right corner to create the flag pattern.
3. Have the cadets draw a line on the fold.
4. Have the cadets colour the top left portion of the flag red, and the bottom right portion yellow.

### SAFETY

Nil.

### INSTRUCTOR GUIDELINES

Nil.

**Teaching Point 3****Demonstrate semaphore code.**

Time: 10 min

Method: Demonstration

**SEMAPHORE CODE**

Using Attachment B as a guide, demonstrate the semaphore code. As you demonstrate, split the code into the following sections:

- Alpha – Golf.
- Hotel – November.
- Oscar – Sierra.
- Tango – Victor.
- Whiskey – Zulu.



Demonstrate once facing the cadets and once facing the opposite direction so they can view the code from both directions.

**CONFIRMATION OF TEACHING POINT 3**

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

**Teaching Point 4****Explain, demonstrate and have the cadets practice semaphore.**

Time: 60 min

Method: Demonstration and Performance

**SPLIT THE CODE INTO SECTIONS**

Put the cadets into pairs. Each section should be practiced for ten minutes.

- Alpha – Golf.
- Hotel – November
- Oscar – Sierra.
- Tango – Victor.
- Whiskey – Zulu.
- Direction sign, error sign, break sign and numeral sign.



The youth section of the Canadian navy's official website contains many fun semaphore-related activities that the cadets will enjoy using. [www.navy.gc.ca/mspa\\_youth/youth\\_sc\\_intor\\_e.asp](http://www.navy.gc.ca/mspa_youth/youth_sc_intor_e.asp).

---

### CONFIRMATION OF TEACHING POINT 4

---

Confirmation of this teaching point will take place during TP5, where the cadets will demonstrate calling and answering semaphore messages.

---

#### Teaching Point 5

**Explain, demonstrate and have the cadets practice sending and receiving semaphore messages.**

Time: 30 min

Method: Demonstration and Performance

---

### CALLING AND ANSWERING SEMAPHORE MESSAGES

Put the cadets into pairs. They should start off by sending simple one or two word messages to each other (hello, goodbye, sea cadet, names of TV shows, etc). As they become more comfortable, they may start to send each other longer messages progressing into sentences.



Have the cadets write down the message they are sending to their partner. This will help them send the message accurately.

---

### CONFIRMATION OF TEACHING POINT 5

---

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

---

### END OF LESSON CONFIRMATION

---

The cadets' ability to send and receive semaphore messages will have been confirmed in TP5.

---

### CONCLUSION

---

#### HOMEWORK/READING/PRACTICE

Cadets are encouraged to practice with each other as often as possible.

#### METHOD OF EVALUATION

Nil.

#### CLOSING STATEMENT

Learning semaphore will help you connect with the history and tradition of communications used in the Royal Canadian Navy, in a fun and hands-on activity. Although technology has limited the need for semaphore in today's navies, it is still used in modern replenishment at sea operations.

#### INSTRUCTOR NOTES/REMARKS

Nil.

---

**REFERENCES**

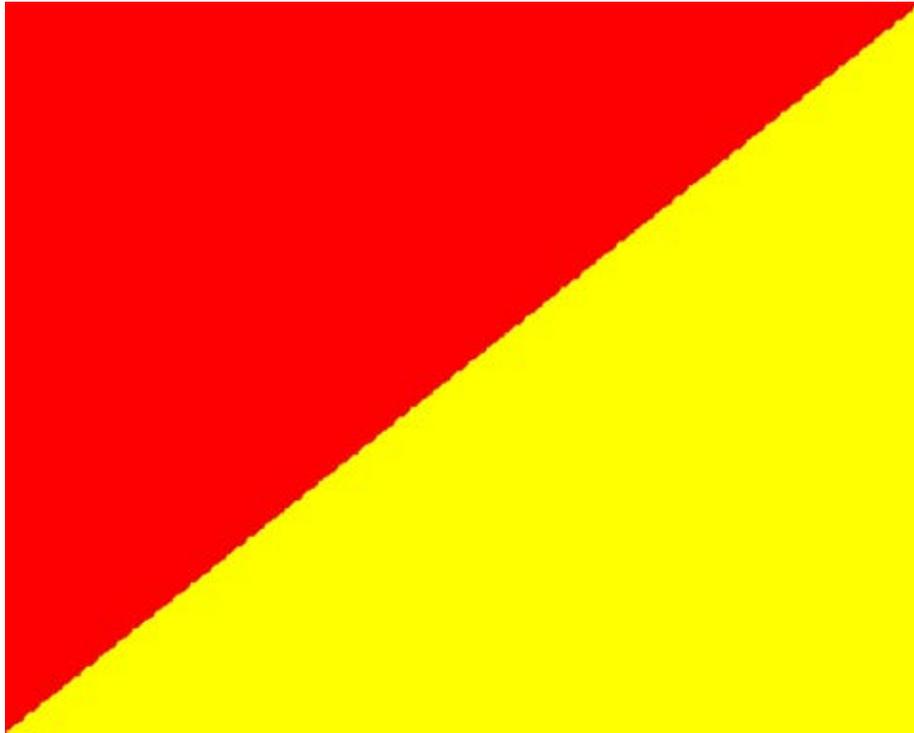
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A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cds (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

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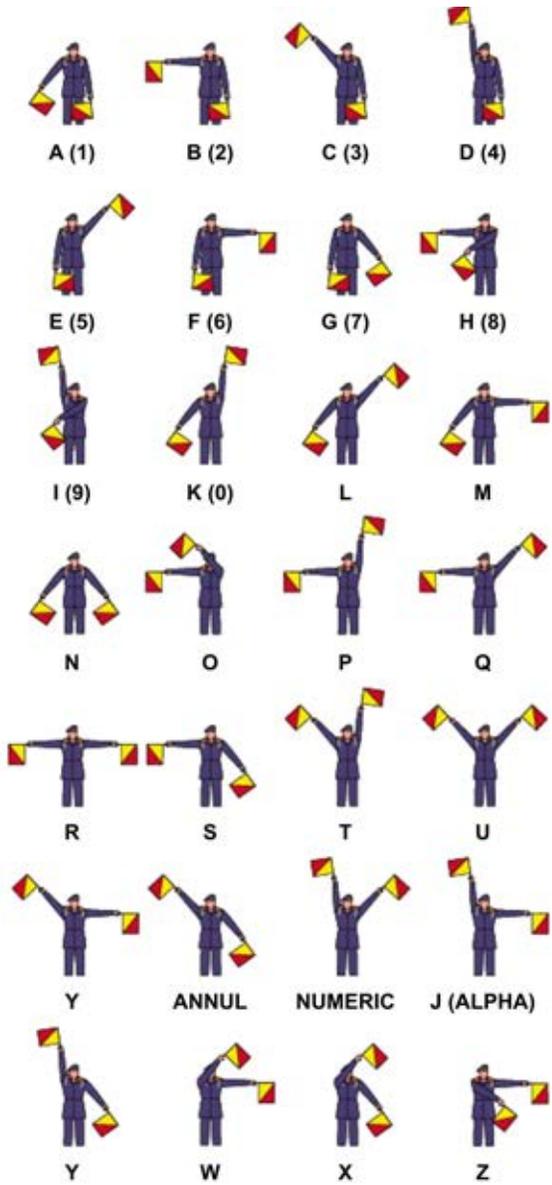
**PHONETIC ALPHABET CARDS**



*<http://www.anbg.gov.au/images/flags/misc/semaphore.gif>*

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### PHONETIC ALPHABET CARDS



[http://www.navy.forces.gc.ca/mspa\\_youth/youth\\_sc\\_sema2\\_e.asp](http://www.navy.forces.gc.ca/mspa_youth/youth_sc_sema2_e.asp)

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## ROYAL CANADIAN SEA CADETS

### PHASE ONE

### INSTRUCTIONAL GUIDE



### SECTION 7

### EO C123.04 – RING THE SHIP'S BELL

Total Time:

30 min

### PREPARATION

#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

#### PRE-LESSON ASSIGNMENT

Nil.

### INTRODUCTION

#### APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the ship's bell.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadets shall have rung the ship's bell.

#### IMPORTANCE

The ship's bell, for centuries, has had a significant role in the traditions and customs of a sailor. It has been used to guide the daily rhythm on a ship as its tolling marked the passing of time and indicated the changing of the watches. Although the ship's bell finds limited use in today's Royal Canadian Navy, it is important for sea cadets to become familiar with it as it is used for ceremonies such as Colours and Sunset performed by sea cadet corps'.

---

**Teaching Point 1****Give a brief history of the ship's bell.**

Time: 5 min

Method: Interactive Lecture

---

The ship's bell bears the name of the ship and the date of her launching. Since a ship's bell is among its most significant artifacts, when a ship decommissions, there is demand from many quarters for this item. Bells may go to naval and civilian museums for safe-keeping and display. In the case of Canadian ships named for towns and cities, the 'home' community sometimes receives the bell, and shows it off at city hall. For example, the city of Miramichi is now in possession of HMCS MIRAMICHI's bell. On occasion, bells end up in unlikely places like retail stores or even in private hands.

**BAPTISMS**

The baptism of children on board ship is conducted in the wardroom. The ship's bell is mounted in a special holder, which is to be draped with the Canadian Naval Jack. The bell is then used as a font for the baptism. On completion of the ceremony the chaplain pours the water into the sea from an appropriate position on the upper deck of the ship. As the water is being poured overboard the Officer Of the Day (OOD) shall order the quartermaster to pipe the "Side". The child's name and date of the baptism are engraved on the bell in accordance with Maritime Command Orders (MARCORDS).

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS**

- Q1. What information is contained on all ship's bells?  
Q2. When a child is baptized, what is engraved on the ship's bell?

**ANTICIPATED ANSWERS**

- A1. The ship's bell bears the name of the ship and the date of her launching.  
A2. The child's name and date of the baptism are engraved on the ship's bell.

---

**Teaching Point 2****Explain, demonstrate and have the cadets ring the ship's bell.**

Time: 20 min

Method: Demonstration and Performance

---

**PARTS OF THE SHIP'S BELL**

The parts of the bell consist of the bell, bell rope and clapper.



[www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109\\_3.jpg](http://www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109_3.jpg)

Figure 1 Ship's Bell

## DEMONSTRATE HOW TO RING THE SHIP'S BELL

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

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

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



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

## PRACTICE RINGING THE SHIP'S BELL



Allow every cadet a chance to practice ringing the ship's bell. As each cadet takes their turn ringing the bell, give them a specific time to demonstrate and tell them the number of bells they need to ring. It is not required that the cadets memorize the number of bells that are rung for specific times.

---

### CONFIRMATION OF TEACHING POINT 2

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The cadets' ringing the ship's bell will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

---

The cadets' ringing the ship's bell will serve as the confirmation of this lesson.

---

### CONCLUSION

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### HOMEWORK/READING/PRACTICE

Nil.

## **METHOD OF EVALUATION**

Nil.

## **CLOSING STATEMENT**

This lesson gives the cadets an opportunity to participate in a long standing naval tradition, and prepares them to participate in Colours and Sunset ceremonies at the corps.

## **INSTRUCTOR NOTES/REMARKS**

It is important to attempt to get the cadets to participate as much as possible and ensure that every cadet has at least one chance to ring the bell.

---

## **REFERENCES**

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A1-001 – *Veterans Affairs Canada*. (2006). Retrieved 24 March 2006, from [www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109\\_3.jpg](http://www.vac-acc.gc.ca/content/feature/week99/stlawrence/Images/1109_3.jpg).

A1-002 CMS / SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.

A1-005 – *CFB Esquimalt Naval & Military Museum*. Retrieved 24 March 2006, from [www.navalandmilitarymuseum.org/resource\\_pages/sailor\\_life/ships\\_bell.html](http://www.navalandmilitarymuseum.org/resource_pages/sailor_life/ships_bell.html).

C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

**CHAPTER 13**

**PO X24 – SAIL A SAILBOAT IAW SAIL CANADA CANSAIL LEVEL 1**





## ROYAL CANADIAN SEA CADETS

### ALL TRAINING LEVELS

### INSTRUCTIONAL GUIDE

### SAIL

### SECTION 1

### EO MX24.01 – PREPARE FOR A SAIL WEEKEND




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Total Time: 30 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

This IG supports EO MX24.01 (Prepare for a Sail Weekend) located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*, Chapter 4.

Contact the local sail / nautical centre to obtain a copy of the Standard Operating Procedures (SOPs), Sail Canada *CANSail Level 1 Checklist* and *CANSail Level 1 Rubric*.

If the corps prepares a letter regarding the sail weekend, photocopy one per cadet.

Photocopy the suggested clothing and footwear for a sail weekend handout at Attachment A for each cadet (if required).

Gather personal floatation device, clothing and footwear to show the cadets.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture was chosen for this lesson to introduce the skills required to obtain a Sail Canada *CANSail Level 1*, the expectations of a sail weekend and the clothing and footwear to be worn while sailing.

---

### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have identified the sailing skills required to achieve *CANSail Level 1* and know the expectations for a sail 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.

**Teaching Point 1****Describe Sail Canada and the CANSail program.**

Time: 5 min

Method: Interactive Lecture

Established in 1931, the Canadian Yachting Association (CYA) is the national governing body for the sport of sailing. The Association promotes sailing and power boating through collaboration with their partners, Provincial Sailing Associations, member clubs, schools, and many individual stakeholders including the Canadian Cadet Organization. In October 2012, the name was changed to Sail Canada.

In April 2012, Sail Canada introduced the CANSail Program with updated sailor training standards. There are six levels, CANSail Level 1 through 6.

Sea Cadets are required to sail at least once every training year and must obtain CANSail Level 1 to complete PO 424 in Phase Four. Sail centres / Nautical centres provide the sail training for Sea Cadet Corps'.

**Teaching Point 2****Review the skills found in the Sail Canada CANSail Level 1 Checklist.**

Time: 5 min

Method: Interactive Lecture



The skills found in the checklist will be reviewed in greater detail during the sail weekend.  
Distribute copies of the *CANSail Level 1 Checklist* to each cadet.



The skills found in the checklist are to be performed over multiple sail weekends.

**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.

Explain the Sail Canada checklist and skills are assessed.

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'

**CONFIRMATION OF TEACHING POINT 2****QUESTIONS:**

Q1. What are the two positions in a double handed sailboat?

Q2. In a double handed boat, what percentage of the skills must be mastered as 'I helmed' / 'I crewed'?

**ANTICIPATED ANSWERS:**

A1. Crew and helm.

A2. Fifty per cent.

**Teaching Point 3****Provide an overview of the sail weekend schedule.**

Time: 5 min

Method: Interactive Lecture



Distribute the sail weekend letter to the cadets (if prepared by the corps). Review its content and answer any questions.

**TIMINGS**

Each corps and sail / nautical centre will have different timings for cadet pick up and drop-off. Some corps will use a bus to transport the cadets to and from the sail / nautical centre so review pick up time and location or drop-off times and the location of the sail / nautical centre.

**DAILY ROUTINE**

Each sail / nautical centre will have a different daily routine based on its facilities and resources. Some of the areas that should be highlighted in the schedule are as follows:

- wakey wakey,
- lights-out time,
- meal times,
- downtime, and
- on-the-water time.

---

**CONFIRMATION OF TEACHING POINT 3**


---

**QUESTIONS:**

Q1. When and where do you have to be dropped off?

Q2. What time is wakey wakey?

**ANTICIPATED ANSWERS:**

A1. Answers will vary depending on the sail / nautical centre.

A2. Answers will vary depending on the sail / nautical centre.

**Teaching Point 4****Review the sail / nautical centre Standard Operation Procedures.**

Time: 5 min

Method: Interactive Lecture



Highlight the sections of the local sail / nautical centre SOPs that the cadets need to know to prepare for the sail weekend. The following sections are common areas that are found in all SOPs.

**LOCATION**

Some cadets may not have visited the sail / nautical centre before. Review the location and provide directions (if required).

**RULES**

Each sail centre will have SOPs. Some of the common sections found in SOPs will include:

- out-of-bounds areas,
- accommodation rules, and
- on the water rules.



Include any other important rules that are specific to the sail / nautical centre. The sail / nautical centre staff will review the rules in more detail, but it is important that the cadets know what to expect prior to arrival.

**WEEKEND EXPECTATIONS**

Cadets attending a sail weekend are expected to participate in on-the-water training. Cadets will be required to follow the sail / nautical centre routine and participate in all activities.

Cadets should be prepared to get wet, as they will be expected to capsize their sailboat IAW the checklist.

**Teaching Point 5****Identify the clothing and footwear to be worn for sailing based on the weather forecast.**

Time: 5 min

Method: Interactive Lecture

**CLOTHING AND FOOTWEAR**

If the local sail centre/ nautical does not provide a list of clothing for the sail weekend, Attachment A may be used as an example.

Show the cadets the clothing item as each is discussed. If possible, have spray tops, wetsuits, or dry suits available as most cadets will probably have not seen them before. Explain how each item helps to keep sailors warm and dry.

All on-water activities for cadets are governed by A-CR-CCP-030/PT-001, *Water Safety Orders* and cadets are required to wear a PFD within 3m of the shoreline.

Clothes for a rainy day include PFD, rubber boots, raincoat / rain pants, hat, sunglasses, sunscreen, and wetsuit / dry suit.

Clothes for a hot and sunny day include PFD, soft-soled shoes, light-weight clothing, hat, sunglasses, sunscreen, and wetsuit / dry suit.

Clothes for a cold day include PFD, layered clothing, warm boots / shoes, warm hat, sunscreen, and wetsuit / dry suit.



Weather permitting; cadets will spend as much time on the water as possible. The more time spent on the water, the more skills that can be developed.

---

### CONFIRMATION OF TEACHING POINT 5

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#### QUESTIONS:

- Q1. What is the general location of the sail / nautical centre?
- Q2. What are some of the out-of-bounds areas at the sail / nautical centre?
- Q3. What shall cadets always be prepared for during the sailing weekend?

#### ANTICIPATED ANSWERS:

- A1. Answers will vary depending on the sail / nautical centre.
- A2. Answers will vary depending on the sail / nautical centre.
- A3. Getting wet.

---

### END OF LESSON CONFIRMATION

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The cadet's participation in the sail weekend will serve as the confirmation for this lesson.

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### CONCLUSION

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#### HOMEWORK / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

#### 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.

## **INSTRUCTOR NOTES / REMARKS**

This EO is to be scheduled at the corps during regular training prior to the sail training weekend.

Corps shall contact the local sail / nautical centre to obtain a copy of the centre SOPs, the *CANSail Level 1 Checklist* and the *CANSail Level 1 Rubric*.

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## **REFERENCES**

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A1-101 A-CR-CCP-612/PF-001 Director Cadets 3. (2012). *Royal Canadian Sea Cadets: CANSail 1 Technical Package*. Ottawa, ON: Department of National Defence.

C1-305 Sail Canada. (2012). *CANSail 1 – 2 instructor package*. Kingston, ON: Sail Canada.

## 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.

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**ROYAL CANADIAN SEA CADETS**

**ALL TRAINING LEVELS**

**INSTRUCTIONAL GUIDE**

**SAIL**

**SECTION 2**

**EO MX24.02 – PARTICIPATE IN A SAIL WEEKEND**



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Total Time:

One Weekend

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

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**CHAPTER 14**

**PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND**





**ROYAL CANADIAN SEA CADETS**

**ALL TRAINING LEVELS**

**INSTRUCTIONAL GUIDE**

**NAUTICAL TRAINING**



**PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND**

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Total Time:

One weekend

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

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**CHAPTER 15**  
**SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)**





**ROYAL CANADIAN SEA CADETS**  
**INSTRUCTIONAL GUIDE**



**SIDC**

Total Time:

2 Days

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

A complete list of resources needed for instruction of this EO is located in A-CR-CCP-601/PG-001, *Phase One Qualification Standard and Plan*, Chapter 4. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to conducting this weekend, the Weekend OPI as well as station, OPIs shall:

- review the weekend content and become familiar with the material prior to the instruction of these lessons;
- choose the activity to be carried out in Activity 8; and
- review following document and ensure all resources indicated are prepared and made available for this activity.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

The inter-divisional competition will be conducted over a weekend away from the unit. The practical activity will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

- To provide an opportunity to reinforce seamanship knowledge and skills learned through corps training.
- To maintain interest of the cadets.
- To provide an opportunity to develop team building skills.
- To reinforce the divisional system.
- To provide practical leadership opportunities for Phase Three, Four, and Five cadets.

## IMPORTANCE

The event will evaluate cadet's knowledge, provide an opportunity for the development of team building skills and reinforce the divisional system by allowing divisions and corps members to interact and work together to meet a common goal.

---

### ACTIVITY 1 – COIL AND HEAVE A LINE

---

Time: 30 min

---

## OBJECTIVE

Coil and throw a weighted heaving line to a target.

## RESOURCES

- Heaving line.
- Target x 2.
- Whistle.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.

## ACTIVITY DESCRIPTION

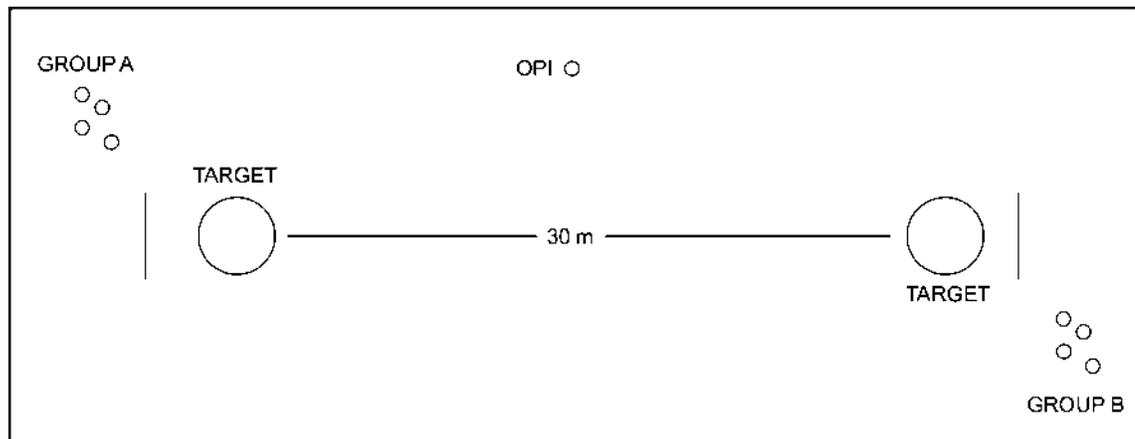
The distance between the two targets shall be approximately 30 m. Teams will be divided into two groups. Each group will be assigned a target station and a designated target. The titles Group A and Group B will ensure clarity throughout these instructions.

One at a time, each member of Group A will be provided the opportunity to heave the line at the target. If the member is unsuccessful they must retrieve the line and the next group member will make an attempt to hit the target. Once Group A has hit the target, Group B must retrieve the line on their end and attempt to hit their assigned target. This process continues until time has expired or until the OPI indicates the activity is over.



If desired a homemade bollard can also be incorporated into this activity where, once the target has been hit, the cadets have to clear the heaving line to the bollard before a point is awarded. By doing this the cadets will be experiencing a small component of securing a ship to a dock or jetty.

## ACTIVITY LAYOUT



## SCORING

For every successful target hit the team will be awarded one point. Points will be accumulated until the time limit has expired or until the desired amount of points have been reached.



## SAFETY

Ensure neither team is near the targets when the heaving line is being tossed.

---

## ACTIVITY 2 – BOATSWAIN CALL

Time: 30 min

---

## OBJECTIVE

To identify and pipe different calls.

## RESOURCES

- Boatswain call cards.
- Bag/hat.
- Whistle.
- Scoring sheet.
- One staff member/senior cadet.
- Pencil.



See Attachment C.

**ACTIVITY DESCRIPTION**

The Phase One and Two cadets will participate in the identification and explanation of uses of different calls. The Phase Three and Four cadets will be required to pipe calls.

The teams are to be broken up into two groups. One group will consist of Phase One and Two cadets and the other group will be the Phase Three and Four cadets. Each Phase One and Two cadet will then be paired with a Phase Three or Four cadet.

The Phase Three and Four cadets will be required to pull the name of a call from a bag. The calls to be included are:

- General Call;
- Still; and
- Carry On.



The cadet shall not reveal the call to their partner.

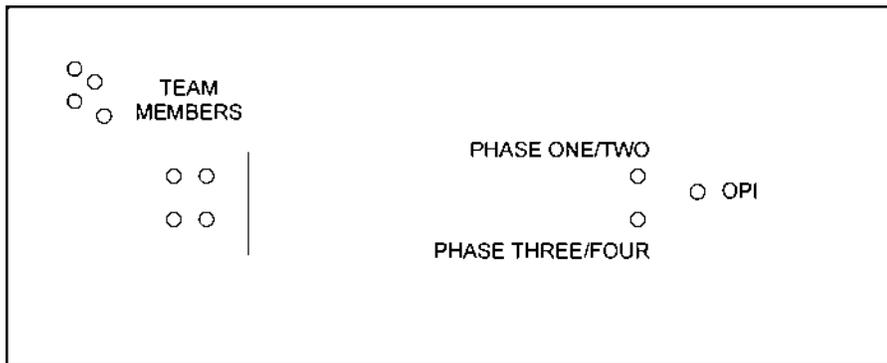
Once the cadet has pulled a name of a call from the bag they must then attempt to pipe the call. The senior cadet will have three attempts to pipe the call correctly. Only if the call is correctly piped will the partner attempt to identify the call, its use and where it is commonly used at the corps. If it is piped incorrectly the pair will return to their team and no points will be awarded. The next pair will now repeat the same process.



The other team members shall be separated from the partners participating in order to ensure they do not hear the answer to the questions.

Group members can be rotated around and more attempts can be made.

**ACTIVITY LAYOUT**



**SCORING**

For every call piped correctly the team will be awarded five points. If the junior cadet can identify the call, explain the purpose of the call, and identify common areas where the call is used at the corps; the team will be awarded one point for each correct answer for a maximum of three points. Points will be accumulated until the time limit has expired or until the desired amount of points have been reached.



See Attachment A.

**SAFETY**

Ensure multiple pipes and cleaning solution are available during this activity.

---

**ACTIVITY 3 – KNOTS, HITCHES AND BENDS**

Time: 30 min

---

**OBJECTIVE**

Practice the knots, hitches and bends they have learned throughout their corps training.

**RESOURCES**

- One metre of line.
- One small spar/dowel.
- Six-foot table.
- Bag/hat.
- Task cards.
- Whistle.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.



See Attachment D.

**ACTIVITY DESCRIPTION**

The event OPI will be located approximately 10 m from the team. Upon starting the event each team member will run to the OPI and choose a task from the envelope. The team member must complete the task without assistance. When an attempt at completing the task has been made the team member will return to their team and tag the next team member who will repeat the process. Upon each team member's attempt, the task will be placed back in the envelope.

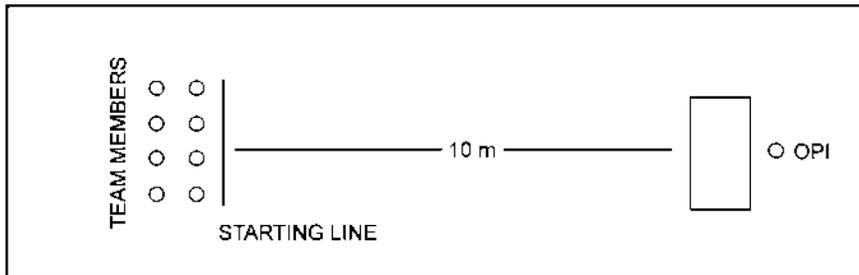
The following knots, hitches and bends used during this activity are as follows:

- Reef knot.
- Figure of eight.
- Sheet bend.
- Bowline.
- Clove hitch.
- Round turn two half hitches.



Complementary knots and hitches may be added accordingly.

### ACTIVITY LAYOUT



### SCORING

Teams will be awarded points in accordance with the point value indicated on the task cards. Points will be accumulated as every task is completed correctly.



See Attachment A.

### SAFETY

Ensure when cadets are running there are no obstacles in the area.

---

## ACTIVITY 4 – WHIPPING AND SPLICING

Time: 30 min

---

### OBJECTIVE

Practice whipping and splicing a line with the assistance and under the direction of a senior phase cadet.

## RESOURCES

- One metre of line per Phase One and Two cadet.
- Spool of whipping twine.
- Knife.
- One metre of three-strand line (one per Phase One and Two cadet).
- Six-foot table x 2 (or suitable sitting area).
- Whistle.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.

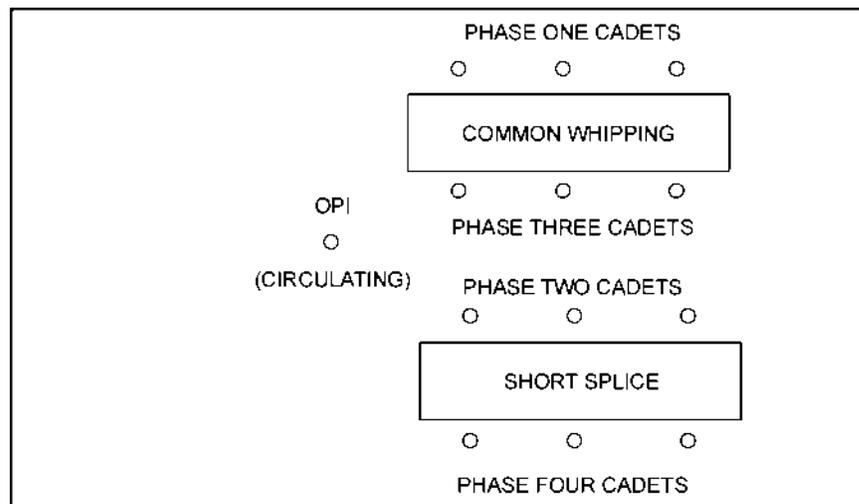
## ACTIVITY DESCRIPTION

The teams will be divided into groups according to their phases. The Phase One cadets will be paired with a Phase Three cadet and the Phase Two cadets will be paired with a Phase Four cadet.

During this event the Phase One cadets will be required to whip the end of a line and the Phase Two cadets will complete a short splice. This will be completed with the verbal assistance of both the Phase Three and Four cadets. The Phase Three and Four cadets will only be permitted to provide verbal reinforcement and are not to physically assist.

Upon completion of the whipping or splice the OPI will verify its completion and award points accordingly.

## ACTIVITY LAYOUT



## SCORING

For every correct whipping the team will be awarded two points. For every correct short splice the team will be awarded two points. The ability of the Phase Three and Four cadets to provide verbal assistance will also be assessed by the OPI. The OPI will look for such things as positive reinforcement, topic knowledge, proper direction, and motivation from the senior cadets and this aspect of the competition will be awarded a maximum of five points.



See Attachment A.

## **SAFETY**

Nil.

---

## **ACTIVITY 5 – TRIVIA**

Time: 30 min

## **OBJECTIVE**

To reinforce theory knowledge and skills from the cadet's respective phase training through questions and tasks.

## **RESOURCES**

### **Option 1:**

- Six-foot table (or suitable sitting area).
- Chairs (or suitable sitting area).
- Whistle.
- List of questions.
- Scoring sheet.
- Pencil.
- One staff member/senior cadet.

### **Option 2:**

- Six-foot table x 2 (or suitable sitting area).
- Chairs (or suitable sitting area).
- Buzzer.
- Question board.
- List of questions.
- Whistle.
- Scoring sheet.
- One staff member/senior cadet.
- Pencil.

## ACTIVITY DESCRIPTION

Each team will participate in a trivia based competition where cadets are asked questions taken from their phase training (i.e. Phase One are only asked questions from Phase One training, Phase Four asked questions from Phase One, Two, Three or Four training only, and so on). Two options exist for setting up this event:

**Option 1.** This event can be set up as a stand alone station where teams will rotate in and all team members will be asked a pre-determined list of questions encompassing all phase training. The number of questions will be determined by time constraints as well as the number of cadets participating. To assist teams with some of the more difficult questions they will be provided three lifelines. These lifelines will consist of the following; ask an officer, refer to their manuals, and a team vote. The use of these lifelines will affect the point value of the question. The objective is to answer as many questions as possible to receive maximum points.

**Option 2.** This event can be set up in a head to head competition between all teams. A random team draw will take place in order to determine the position in the round robin. Teams would play against each other with the objective being to answer more questions, or higher value questions to obtain more points than the opposing team.



This event could easily adapt a common game show profile (eg, Jeopardy, Family Feud, etc.).  
See Attachment B.

## ACTIVITY LAYOUT

### Option 1:

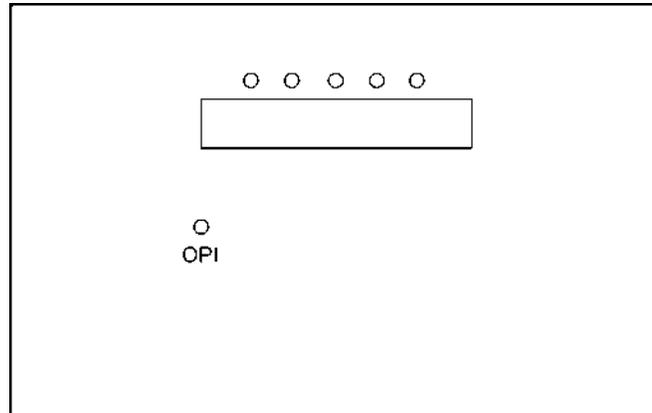


Figure 1 One Team Option

**Option 2:**

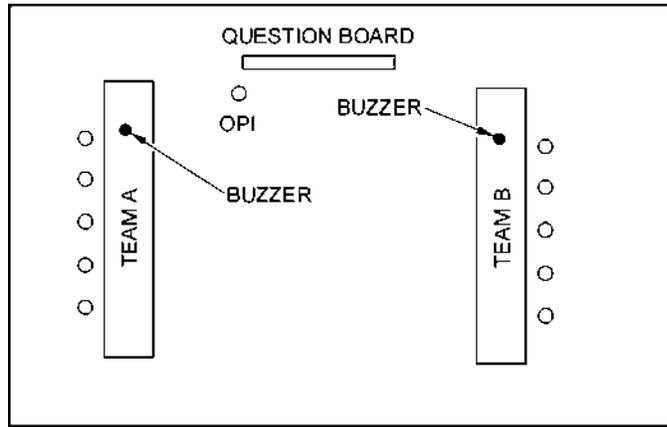


Figure 2 Opposing Teams Option

**SCORING**

**Option 1.** For every question answered correctly two points would be awarded. A final bonus question worth five points can also be included. Teams who require the use of a lifeline will have one point deducted from their overall score per lifeline. A lifeline may not be used for the bonus question.

**Option 2.** Point values can be awarded based on the difficulty level of the question. Teams would compete based on the rotation draw. When all teams have played, a second round will take place. The number of teams will determine number of rounds required. Teams will be awarded points based on their final overall placing (i.e. first place – 20 points, second place – 15 points, etc.).



See Attachment A.

**SAFETY**

Nil.

**ACTIVITY 6 – SHEER LEGS**

Time: 60 min

**OBJECTIVE**

To erect a complete sheer legs derrick.

**RESOURCES**

- Hard hat (one per cadet).
- Two x wooden spars (4 to 4.5 m).
- 12 mm manila line (9 m).
- Five x steel spikes with eyelets 5 cm from the top (1 m).

- One roll of whipping twine.
- A suitable load (min 18 kg).
- One steel spike with two eyelets (1.2 m).
- One staff member/senior cadet.

#### Topping Lift:

- Two x single blocks (12.5 cm).
- 16 mm manila line (68 m).
- 12 mm manila line strop (12 mm).

#### Splay Tackle:

- One double block (10 cm).
- One single block c/w becket (10 cm).
- 12 mm manila (17 m).
- Two x 12 mm manila strops (0.5 m).

#### Heel Tackles:

- Four x double blocks (10 cm).
- Four x single blocks (12.5 cm).
- Four x 12 mm manila strops.

#### Load Purchase:

- Two x double blocks (12.5 cm).
- One x single block c/w becket (12.5 cm).
- 12 mm manila (30 m).
- 12 mm manila strop (0.5 m).

### ACTIVITY DESCRIPTION

Each team will be required to erect a complete set of sheers. Team members will work together to erect a set of sheers. Teams may be provided with a set of instructions complete with pictures to assist with the task.

Teams may ask the activity OPI for assistance as required but a penalty will be received in accordance with the scoring guide.



Team members should focus on completing the tasks associated with their respective phase training (i.e. Phase One cadets completing the strops, Phase Two cadets mousing the hooks, etc.).

### ACTIVITY LAYOUT

Nil.

## SCORING

Cadets will be scored on various aspects of the completed set of sheers.

If a safety infraction occurs, teams will have two points deducted each time.



See Attachment A.

## SAFETY

Ensure cadets observe the safety concerns associated with the sheers.



If at any time a safety concern arises the OPI shall immediately stop the activity and address the concern at hand.

---

## ACTIVITY 7 – SHIP MODEL (BACKGROUND ACTIVITY)

Time: 240 min

---

## OBJECTIVE

To build a ship model highlighting specific ship characteristics.

## RESOURCES

- One sheet of black Bristol board.
- One sheet of grey Bristol board.
- One pair of scissors.
- One roll of Scotch tape.
- Paper clips.
- Ship pictures.
- One package of permanent markers.
- One stick of paper glue.



See Attachment E.

Above resources must be provided to each team.

It is recommended that other resources such as pipe cleaners, popsicle sticks, etc., be provided to each team in order to stimulate creativity.

**ACTIVITY DESCRIPTION**

Throughout the activity teams will be provided opportunities to work on a ship model. Teams will be required to create a three-dimensional model of a ship. Teams shall only use the provided resources to complete the model. This ship can be of any size and of any type. Each ship model must highlight the following characteristics:

- bridge;
- deck;
- bow;
- hull;
- transom;
- stern;
- structure;
- buoyancy; and
- superstructure.

During the activity schedule, teams will present their model to a series of judges. Each team will be provided an opportunity to explain the characteristics of their model.



During this activity other characteristics (i.e. anchors, rudder, propellers, windows, etc.) are strongly encouraged. Creativity and team participation is the main focus of this activity.

**ACTIVITY LAYOUT**

Nil.

**SCORING**

Each team will be judged and a score will be awarded.



See Attachment A.

**SAFETY**

Nil.

**ACTIVITY TEAM BUILDING (ONGOING)**

**Activity 8A – Most Like Me**

Time: 5 min

**OBJECTIVE**

Icebreaker for team members to get to know one another.

## RESOURCES

- Most Like Me Activity Sheet (one per cadet).
- Pencil (one per cadet).



See Attachment F.

## ACTIVITY DESCRIPTION

Distribute the Most Like Me Activity Sheet to the cadets. Ask the cadets to look at the pictures on the sheet and place an X in the corners of those pictures that are most like them. Once they have selected, ask the group to share their pictures with each other and explain why they chose those pictures to the group.

## ACTIVITY LAYOUT

Nil.

## SCORING

Nil.

## SAFETY

Nil.

---

## Activity 8B – Across the River

Time: 30 min

---

## OBJECTIVE

Teams will have the opportunity to solve problems while participating in physical activities.

## RESOURCES

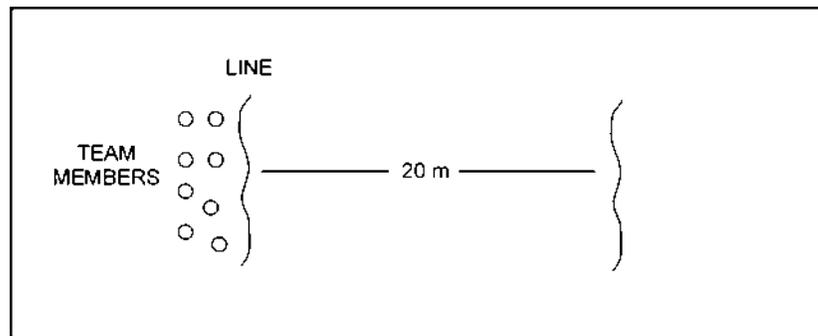
Two pieces of line (4 m).

## ACTIVITY DESCRIPTION

Lay each piece of line across an open space. The two pieces of line shall be approximately 20 m apart.

The team will stand behind one of the lines that will be the starting point. The objective for the team is to go from one piece of line to the other by only placing a designated number of feet on the ground. Once the team has made it across the open space they then must turn around and cross again. This time the number of feet permitted to cross is lowered by one. Teams must devise ways of getting the entire group across the open space while maintaining contact between each member (i.e. holding hands, linking arms, etc.).

A common way of deciding how to start is to divide the number of feet in total in the group by two and subtract one from that number (i.e. ten people equals twenty feet divided by two equals ten minus one equals nine feet).

**ACTIVITY LAYOUT****SCORING**

Nil.

**SAFETY**

- Ensure area is clear of debris or hazards.
- Any safety concerns arise, immediately stop the activity.

---

**Activity 8C – Sherpa Walk**

Time: 30 min

---

**OBJECTIVE**

Trust activity designed for the team to follow directions of other team members.

**RESOURCES**

Blindfolds (one per cadet).

**ACTIVITY DESCRIPTION**

Prior to the activity a pre-determined path clear of any major obstacles shall be chosen by the OPI.

The objective of the activity is for the team to make it through the path while blindfolded as well as with all team members holding hands in a straight line.

Before starting the activity the OPI shall choose two members of the team. These members will be the guides. Explain to the rest of the group that they should arrange themselves in a way to prepare for sightless travel.

The OPI will take the two guides and show them the path with their blindfolds off. The guides will be informed that they are now the leaders and that they are not permitted to touch or speak to the group. They may, however make noises such as clap, whistle, snap, etc., to obtain the attention of the group. You may allow the guides a few moments to discuss communication strategies. The guides will then be placed one at the front of the line and one at the rear.

All members, except the guides, will be blindfolded, and they will now begin down the path under the guide's directions.

**ACTIVITY LAYOUT**

Nil.

## SCORING

Nil.

## SAFETY

- Ensure group stays together at all times.
- Ensure the pre-determined path, while challenging, is free of any dangers.

---

## ACTIVITY 9 – FINAL EVENT

Time: 60 min

---

## OBJECTIVE

To review all aspects of the seamanship competition.

## RESOURCES

- Boatswain pipe (equal to the number of divisions).
- One metre of line (equal to the number of divisions).
- Task cards (sets equal to the number of divisions).
- Heaving line (equal to the number of divisions).
- Single blocks (equal to the number of divisions).
- Double blocks (equal to the number of divisions).
- 17 m to 12 mm manila (equal to the number of divisions).
- Small box (equal to the number of divisions).
- Target (equal to the number of divisions).
- Secret message cards (sets equal to the number of divisions).
- One staff member/senior cadet per station per team.



See Attachments D and G.

If resources are limited the amount required can be decreased accordingly.

## ACTIVITY DESCRIPTION

This activity is designed to review the content of the entire activity through a head to head competition between divisions. The activity will consist of the following stations:

- Piping.
- Knots, hitches and bends.
- Heaving line.
- Luff purchase.

When resources are available teams should compete against each other during this event, otherwise teams will have to be timed on their event duration. All teams will line up and start in the same location. Once the start signal is given teams will begin travelling through the stations. After completing each station or a task within the station, teams will be given a letter. This letter will be used to decipher the secret message at the end of the activity.



The secret message can be different from corps to corps. See Attachment G for an example of a message that can be inserted into this event.

The first station is piping. A team member will be given the name of a call. The team member is required to pipe the call to the team. If the member is able to correctly pipe the call the team will be given a secret letter and they will advance to the next station. If the call is piped incorrectly the next team member will be required to attempt to pipe the same call. If the team is unable to pipe the call after all team members have tried, the team must wait 15 seconds after the last team member has completed the piping station before advancing to the next station.

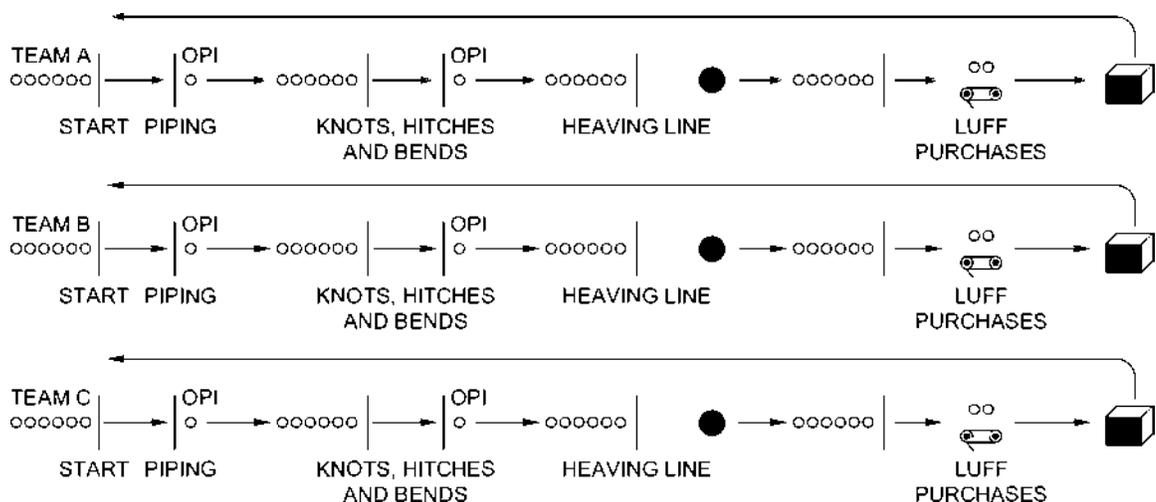
The second station is knots, hitches and bends. Teams will advance to a predetermined location. One at a time each team member will run to the knot OPI and retrieve a card from a bag. The team member will be required to explain the purpose of the knot, hitch or bend as well as properly tie it. The team will continue to tie knots, hitches or bends until three team members are successful after which the team will advance to the next station. For each knot, hitch or bend tied correctly the team will be given another secret letter.

The third station is the heaving line. Teams will advance to a predetermined location. One at a time each team member will retrieve the heaving line, coil it and toss the line to a target. Each team member will attempt to heave the line at the target. Once the target has been hit three times the team will advance to the next station and be given another secret letter.

The fourth station is the luff purchase. Teams will advance to a predetermined location. The team will choose two members to attempt to properly rove the lines of a luff purchase. If the team members are incorrect they must return to their team and two other members will attempt to complete a luff purchase.

Upon completion of the luff, the teams will receive another secret letter and advance to the box where they will find the last secret letter of the secret message. Once they have retrieved it they must return to the starting point and attempt to decipher the message.

## ACTIVITY LAYOUT



## SCORING

Teams will be awarded points in accordance with their finishing position.



See Attachment A.

## SAFETY

Ensure area is clear of any dangerous obstacles.

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## CONCLUSION

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## HOMEWORK/READING/PRACTICE

Nil.

## METHOD OF EVALUATION

Nil.

## CLOSING STATEMENT

Nil.

## INSTRUCTOR NOTES/REMARKS

Nil.

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**SCORESHEETS**

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**COIL AND HEAVE A LINE**

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**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded one point for every successful line toss into the designated target.

**POINTS AWARDED**

**OVERALL TOTAL:**

**OPI NAME:**

**DATE:**

**WHIPPING AND SPLICING**

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded two points for every correct short splice and whipping. The OPI will also assess the Phase Three and Four cadet's ability to provide guidance and assistance. The OPI will look for such things as positive reinforcement, topic knowledge, proper direction and motivation.

<b>POINTS AWARDED</b>					
<b>WHIPPINGS COMPLETED</b>					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
<b>SPLICES COMPLETED</b>					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
<b>LEADERSHIP</b>					
(Areas to look for: positive reinforcement, constructive feedback, topic knowledge, direction, and motivation)					
1 pt	2 pts	3 pts	4 pts	5 pts	
6 pts	7 pts	8 pts	9 pts	10 pts	
					SUBTOTAL:
<b>OVERALL TOTAL:</b>					

**OPI NAME:**

**DATE:**

**TRIVIA (OPTION 1)**

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded two points for every correct answer to a question.

<b>POINTS AWARDED</b>		
Question No. 1:	Correct – 2 pts	Incorrect – 0 pt
Question No. 2:	Correct – 2 pts	Incorrect – 0 pt
Question No. 3:	Correct – 2 pts	Incorrect – 0 pt
Question No. 4:	Correct – 2 pts	Incorrect – 0 pt
Question No. 5:	Correct – 2 pts	Incorrect – 0 pt
Question No. 6:	Correct – 2 pts	Incorrect – 0 pt
Question No. 7:	Correct – 2 pts	Incorrect – 0 pt
Question No. 8:	Correct – 2 pts	Incorrect – 0 pt
Question No. 9:	Correct – 2 pts	Incorrect – 0 pt
Question No. 10:	Correct – 2 pts	Incorrect – 0 pt
Question No. 11:	Correct – 2 pts	Incorrect – 0 pt
Question No. 12:	Correct – 2 pts	Incorrect – 0 pt
Question No. 13:	Correct – 2 pts	Incorrect – 0 pt
Question No. 14:	Correct – 2 pts	Incorrect – 0 pt
Question No. 15:	Correct – 2 pts	Incorrect – 0 pt
BONUS QUESTION	Correct – 5 pts	Incorrect – 0 pt
ASK AN OFFICER LIFE LINE	1 pt	
REFERENCE MANUALS	1 pt	
TEAM VOTE	1 pt	
<b>OVERALL TOTAL:</b>		

**OPI NAME:**

**DATE:**

---

**TRIVIA (OPTION 2)**

---

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded points for every correct answer to a question. Point value is in accordance with the question difficulty level.

**POINTS AWARDED**

Question No. 1:	Point Value Awarded:	_____
Question No. 2:	Point Value Awarded:	_____
Question No. 3:	Point Value Awarded:	_____
Question No. 4:	Point Value Awarded:	_____
Question No. 5:	Point Value Awarded:	_____
Question No. 6:	Point Value Awarded:	_____
Question No. 7:	Point Value Awarded:	_____
Question No. 8:	Point Value Awarded:	_____
Question No. 9:	Point Value Awarded:	_____
Question No. 10:	Point Value Awarded:	_____
Question No. 11:	Point Value Awarded:	_____
Question No. 12:	Point Value Awarded:	_____
Question No. 13:	Point Value Awarded:	_____
Question No. 14:	Point Value Awarded:	_____
Question No. 15:	Point Value Awarded:	_____

**OVERALL TOTAL:**

**OPI NAME:**

**DATE:**

**BOATSWAIN CALL**

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded five points for every correctly pipes call. For identifying the pipe, explaining the calls purpose and identifying common areas the call is used at the corps, the team will be awarded one point for each.

<b>POINTS AWARDED</b>		
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
		<b>SUBTOTAL:</b>
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
		<b>SUBTOTAL:</b>
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
		<b>SUBTOTAL:</b>
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
		<b>SUBTOTAL:</b>
Call Piped Correctly	Correct – 5 pts	Incorrect – 0 pt
Call Identified Correctly	Correct – 1 pt	Incorrect – 0 pt
Purpose Explained	Correct – 1 pt	Incorrect – 0 pt
Common Areas Identified	Correct – 1 pt	Incorrect – 0 pt
		<b>SUBTOTAL:</b>
<b>OVERALL TOTAL:</b>		

**OPI NAME:**

**DATE:**

**KNOTS, HITCHES AND BENDS**

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded points for every task completed correctly. Point value will be in accordance with the points indicated on the task cards (see Attachment D).

<b>POINTS AWARDED</b>						
<b>TASK:</b>	<b>TIE KNOTS</b>					
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
						<b>SUBTOTAL:</b>
<b>TASK:</b>	<b>WHO AM I?</b>					
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
						<b>SUBTOTAL:</b>
<b>TASK:</b>	<b>DEFINITION</b>					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
						<b>SUBTOTAL:</b>
<b>TASK:</b>	<b>VISUAL IDENTIFICATION</b>					
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
						<b>SUBTOTAL:</b>
<b>OVERALL TOTAL:</b>						

**OPI NAME:**

**DATE:**

**SHEER LEGS**

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded points in accordance with the below scoring guide.

<b>POINTS AWARDED</b>					
HEAD LASHING – proper, tight, neat, and secure.					
Clove Hitch	3 pts	2 pts	1 pt		
Number of Turns Correct	1 pt				
Tight and Secure	2 pts	1 pt			
					SUBTOTAL:
TOPPING LIFT – Double Whip					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
					SUBTOTAL:
SPLAY TACKLE – Luff					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
					SUBTOTAL:
HEEL TACKLES – Luff x 4					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pt	2 pts	1 pt		
					SUBTOTAL:
LOAD PURCHASE – Double Block					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pt	2 pts	1 pt		
					SUBTOTAL:
OVERALL APPEARANCE	5 pts	4 pts	3 pts	2 pts	1 pt
					SUBTOTAL:
<b>OVERALL TOTAL:</b>					

**OPI NAME:**

**DATE:**

---

**SHIP MODEL**

---

**TEAM NAME:**

**AWARDING POINTS**

Teams will be awarded points in accordance with the below scoring guide.

<b>POINTS AWARDED</b>					
SHIP TYPE ACCURACY – ship model is similar to that of the type chosen by the team.					
1 pt	2 pts	3 pts	4 pts	5 pts	
USE OF RESOURCES – team maximized the use of training aids provided.					
1 pt	2 pts	3 pts	4 pts	5 pts	
HULL STRUCTURE – hull structure highlights the areas of the hull, bow, stern and transom.					
1 pt	2 pts	3 pts	4 pts	5 pts	
HULL DESIGN – hull design highlights the areas of the bridge, deck and superstructure.					
1 pt	2 pts	3 pts	4 pts	5 pts	
PRESENTATION – team presentation was clear, confident and involved maximum group participation.					
1 pt	2 pts	3 pts	4 pts	5 pts	
BUOYANCY – model floats even and steady.					
1 pt	2 pts	3 pts	4 pts	5 pts	
OVERALL APPEARANCE – details.					
1 pt	2 pts	3 pts	4 pts	5 pts	
<b>OVERALL TOTAL:</b>					

**OPI NAME:**

**DATE:**

---

**FINAL EVENT**

---

**AWARDING POINTS**

Teams will be awarded points in accordance with their finishing position.

<b>POINTS AWARDED</b>		
FIRST PLACE TEAM NAME:	Points	50
SECOND PLACE TEAM NAME:	Points	40
THIRD PLACE TEAM NAME:	Points	30
FOURTH PLACE TEAM NAME:	Points	20
FIFTH PLACE TEAM NAME:	Points	10
<b>OVERALL TOTAL:</b>		

**OPI NAME:**

**DATE:**

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## SUGGESTED TRIVIA QUESTIONS

### Phase One

Q1. What is the purpose of one of the following knots hitches or bends:

- Reef knot
- Figure of eight
- Sheet bend
- Bowline
- Clove hitch
- Round turn two half hitches

A1. Reef knot – tie together two ropes of equal diameter.

Figure of eight – stopper knot.

Sheet bend – tie together two ropes of unequal diameter.

Bowline – temporary eye in the end of a line.

Clove hitch – secure a line to a spar.

Round turn two half hitches – secure a line to a ring or eye.

Q2. What is the purpose of the common whipping?

A2. To finish the end of a line to prevent it from fraying or unravelling.

Q3. Define one of the following naval terms:

- Gash can
- Stand easy
- Secure
- Heads
- Duty watch
- Out pipes
- Scran locker
- Pipe
- Colours
- Liberty boat
- Bulkhead
- Deck
- Ship's company
- Sunset
- Gangway
- Galley
- Boatswain's stores
- Pipe down
- Kye
- Aye Aye, Sir/Ma'am
- Port
- Starboard
- Ship's office
- Brow

A3. Answers:

- Gash can – garbage can.
- Stand easy – a break.
- Secure – to close up, put away gear.
- Heads – toilet(s).
- Duty watch – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- Out pipes – a pipe indicating the commencement of classes or the end of stand easy.
- Scran locker – lost and found.
- Pipe – sound produced from a boatswain's call. The notes played have a specific meaning/message.
- Colours – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
- Liberty boat – when all personnel are dismissed for the day and may go ashore.
- Bulkhead – a wall.
- Deck – a floor.
- Ship's company – the complement of a ship (this would include a sea cadet corps).
- Sunset – the ceremony of lowering the national colours at the end of a training day.
- Gangway – any recognized entrance to, or passageway, or a traffic route within a ship.
- Galley – the ship's kitchen.
- Boatswain's stores – a storeroom for cleaning gear.
- Pipe down – an order meaning to keep quiet.
- Kye – a hot chocolate drink.
- Aye Aye, Sir/Ma'am – order understood and I will obey, an appropriate response to an order from an officer.
- Port – left side of a ship.
- Starboard – right side of a ship.
- Ship's Office – administration office.
- Brow – entrance/exit of ship where personnel must salute when coming aboard or ashore.

Q4. What call is used to gain the attention of a ship's company before passing an order?

A4. General Call.

Q5. What call is used to bring the ship's company to attention?

A5. The Still.

Q6. What call is piped after the reason for the Still is complete?

A6. Carry On.

Q7. How many times do you ring a ship's bell for Colours/Sunset?

A7. Colours – eight times, Sunset – four times.

## **Phase Two**

Q8. Provide a brief explanation of the naval tradition known as “Around the Horn”.

A8.

Q9. Provide a brief explanation of the naval tradition known as “Painting the Deck”.

A9.

Q10. Identify the following splice (present the cadets with a pre-tied short splice).

A10. Short splice.

Q11. What type of blocks does a luff purchase consist of?

A11. One double block and one single block.

Q12. A purchase consisting of two double blocks is known as what?

A12. Two fold purchase.

Q13. To prevent a load from falling off a hook what should you do?

A13. Mouse the hook.

Q14. What part of the sailboat is used to hoist sails?

A14. Halyards.

Q15. What helps prevent a sailboat from capsizing?

A15. Centreboard/daggerboard.

Q16. What are sheets used for?

A16. To control both the mainsail and jib sail.

Q17. What are some ways to determine wind direction?

A17. Flags, tall grass, smoke, small waves, wind sock, moored boat, and low-altitude clouds.

Q18. What times are associated with the first dog watch?

A18.

Q19. What times are associated with the forenoon watch?

A19.

### **Phase Three**

Q20. What ship is currently operating in \_\_\_\_\_?

A20. Depends on current deployments.

Q21. What are three safety precautions to consider when using lifting devices?

A21. Wear a helmet, do not enter the safety zone, and do not walk under the load.

Q22. What is the purpose of a splay tackle?

A22. To prevent the legs of a sheer from separating.

Q23. How many turns should a head lashing consist of?

A23. Eleven (11) to 15.

Q24. This part attaches to the load on a sheer leg derrick?

A24. Main purchases.

Q25. The bottom of a sail is known as what?

A25. Foot.

Q26. What part of the sailboat houses the centreboard?

A26. Centreboard trunk.

Q27. What should the crew of a sailboat do to help prevent heeling?

A27. Hike.

Q28. What does PFD stand for?

A28. Personal Floatation Device.

**Phase Four, Five and Six**

Q29. Name one civilian maritime organization.

A29. Department of Fisheries and Oceans, Canadian Coast Guard, etc.

Q30. Turning a sailboat so its bow passes through head to wind is known as?

A30. Tacking.

Q31. The side the boat that the wind passes over first is known as what?

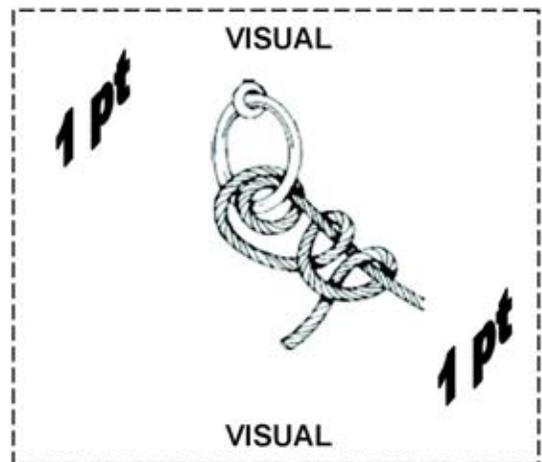
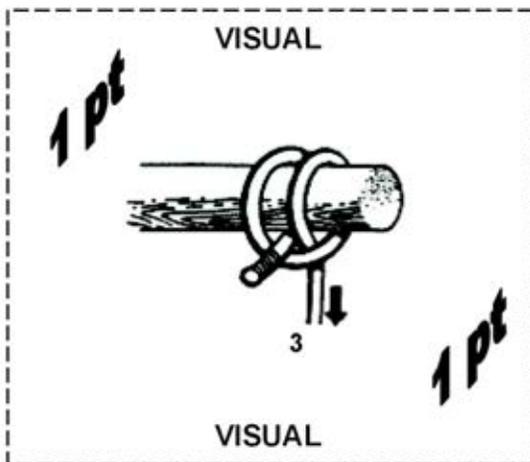
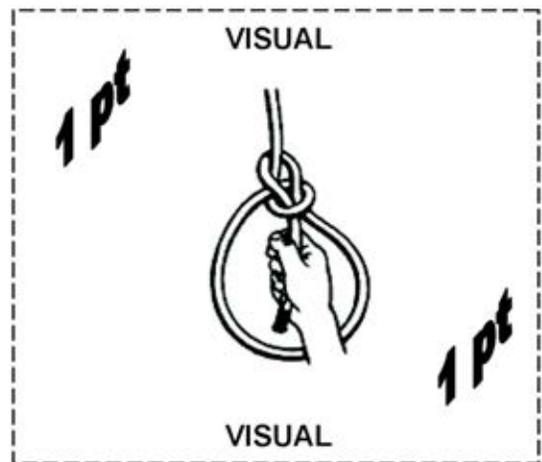
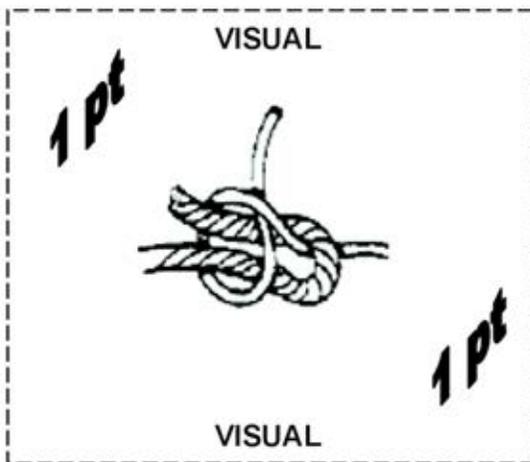
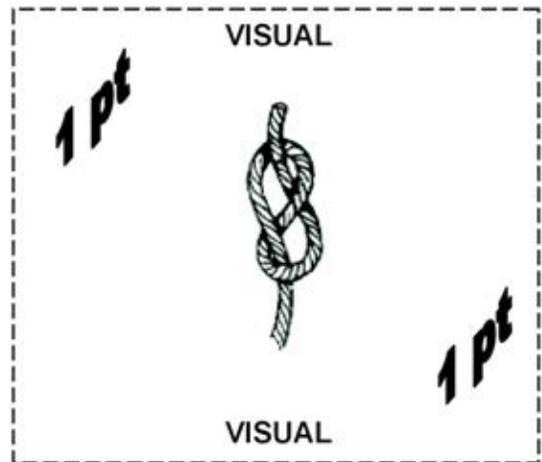
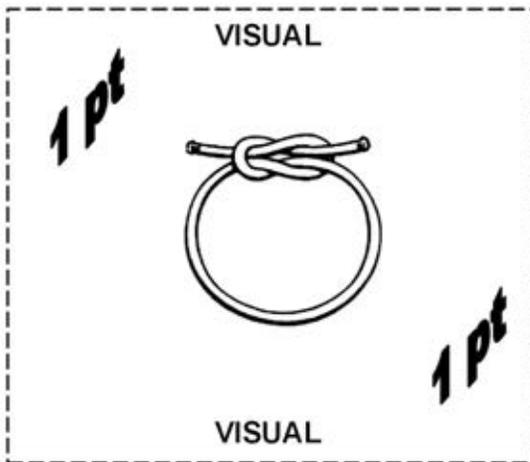
A31. Windward side.

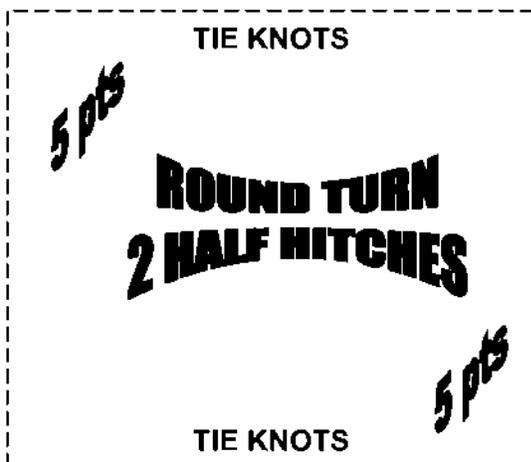
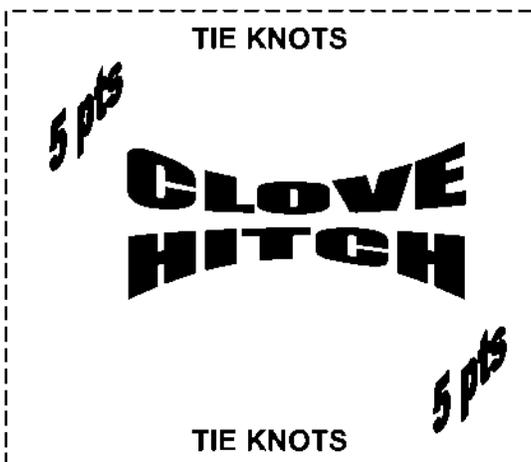
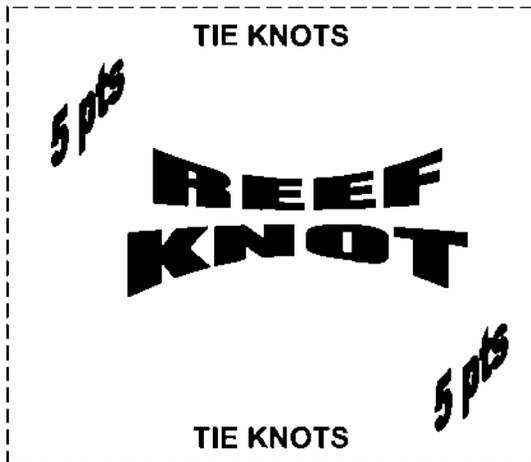
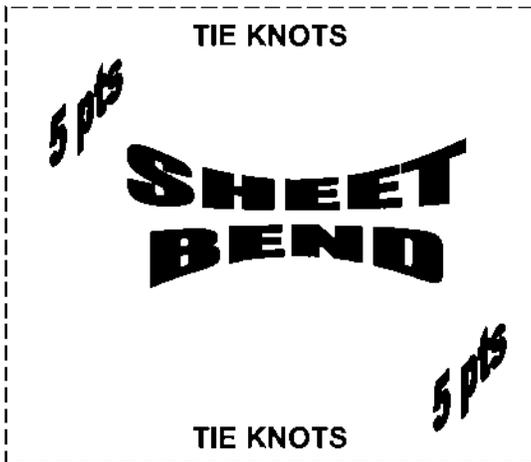
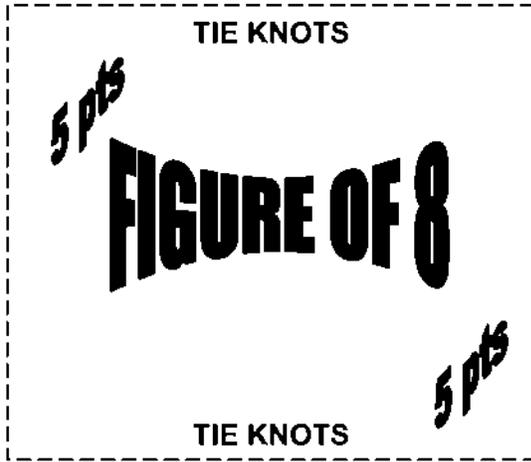
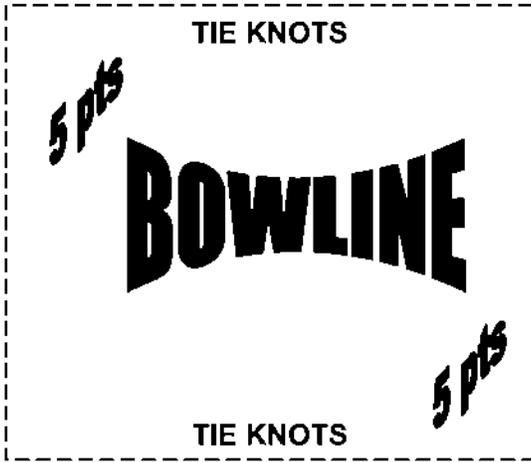
**BOATSWAIN CALL CARDS**



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TASK CARDS





WHO AM I?

**3 pts**

Stop the line from running all the way out the fairleads.

WHO AM I?

**3 pts**

WHO AM I?

**3 pts**

Start tying me by making a six somewhere in the line.

WHO AM I?

**3 pts**

WHO AM I?

**3 pts**

You can use me to temporarily tie up a small boat.

WHO AM I?

**3 pts**

WHO AM I?

**3 pts**

Lines different diameters?  
I think I can help.

WHO AM I?

**3 pts**

WHO AM I?

**3 pts**

Often used as the start when tying your shoes.

WHO AM I?

**3 pts**

WHO AM I?

**3 pts**

My hitches should always be made with the running end going in the same direction.

WHO AM I?

**3 pts**

2 pts

DEFINITION

**REEF KNOT**

DEFINITION

2 pts

2 pts

DEFINITION

**SHEET BEND**

DEFINITION

2 pts

2 pts

DEFINITION

**BOWLINE**

DEFINITION

2 pts

2 pts

DEFINITION

**FIGURE OF 8**

DEFINITION

2 pts

2 pts

DEFINITION

**CLOVE HITCH**

DEFINITION

2 pts

2 pts

DEFINITION

**ROUND TURN  
2 HALF HITCHES**

DEFINITION

2 pts

## TYPES OF SHIPS AND PICTURES



[http://www.navy.forces.gc.ca/cms\\_images/ship\\_site\\_images/ship\\_gallery/283/ETD02-0081-30\\_1.jpg](http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg)

Figure E-1 HMCS Algonquin



[http://www.navy.forces.gc.ca/cms\\_images/ship\\_site\\_images/ship\\_gallery/283/ETD02-0081-30\\_1.jpg](http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_1.jpg)

Figure E-2 HMCS Brandon



[http://www.navy.forces.gc.ca/cms\\_images/ship\\_site\\_images/ship\\_gallery/334/Sailpast.jpg](http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/334/Sailpast.jpg)

Figure E-3 HMCS Regina



[http://www.navy.forces.gc.ca/cms\\_images/ship\\_site\\_images/ship\\_gallery/509/prot11.jpg](http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/509/prot11.jpg)

Figure E-4 HMCS Protecteur



[http://www.jcommops.org/graph\\_ref/cargo\\_ship-3.jpg](http://www.jcommops.org/graph_ref/cargo_ship-3.jpg)

Figure E-5 Cargo Vessel



<http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>

Figure E-6 Cruise Ship



<http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg>

Figure E-7 Car Ferry



<http://www.cmt-gmbh.de/tanker%20ship.jpg>

Figure E-8 Tanker

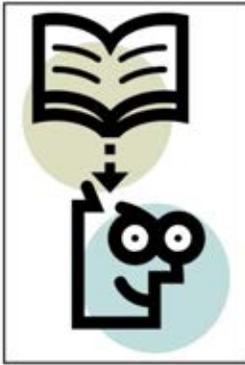


<http://ei4hq.shacknet.nu/corkHarbour/tugs/original/Gerry%20O'Sullivan%201.jpg>

Figure E-9 Tug Handling Supply Vessel

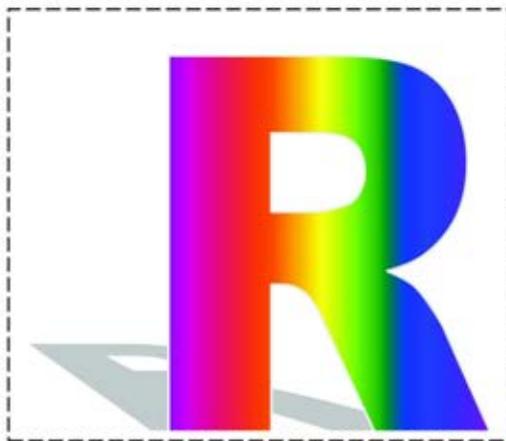
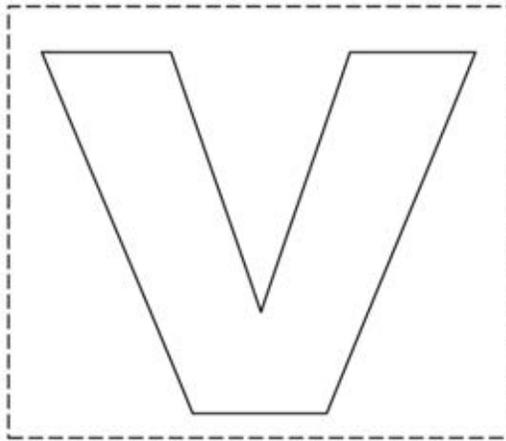
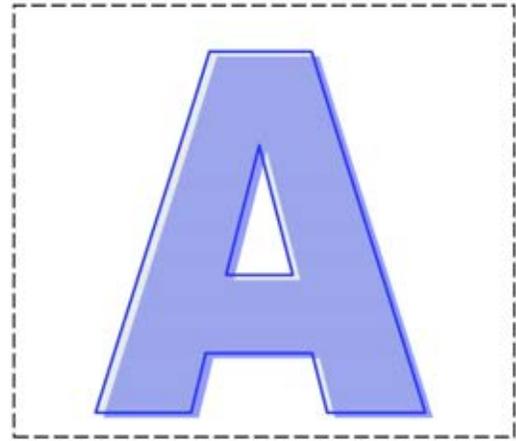
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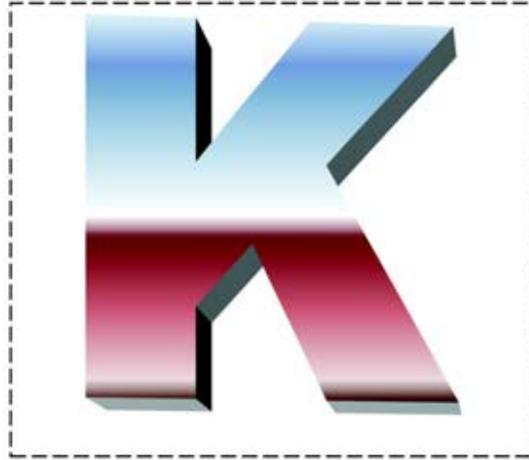
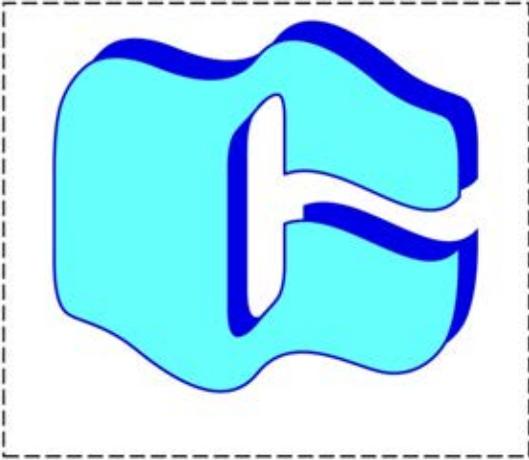
MOST LIKE ME ACTIVITY SHEET



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**SECRET MESSAGE CARDS**





Secret Message – “NAVY ROCKS”

**SEAMANSHIP INTER-DIVISIONAL COMPETITION – SUGGESTED SCHEDULE**

**DAY 1**

Time	Team 1	Team 2	Team 3	Team 4	Team 5
0800 hrs	<b>Arrive – Briefing</b>				
0830 hrs	Activity 9A	Activity 9A	Activity 9A	Activity 9A	Activity 9A
0900 hrs	Coil and Heave	Sheers	Knots, Hitches, Bends	Model	Trivia
0930 hrs	Whip and Splice	Sheers	Model	Model	Boatswain Call
1000 hrs	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>
1030 hrs	Activity 9B	Activity 9B	Activity 9B	Activity 9B	Activity 9B
1100 hrs	Trivia	Coil and Heave	Sheers	Knots, Hitches, Bends	Model
1130 hrs	Boatswain Call	Whip and Splice	Sheers	Model	Model
1200 hrs	<b>LUNCH</b>				
1300 hrs	Model	Trivia	Coil and Heave	Sheers	Knots, Hitches, Bends
1330 hrs	Knots, Hitches, Bends	Boatswain Call	Whip and Splice	Sheers	Model
1400 hrs	Model	Model	Model	Model	Sheers
1430 hrs	Model	Model	Model	Model	Sheers
1500 hrs	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>
1530 hrs	Sheers	Knots, Hitches, Bends	Trivia	Coil and Heave	Model
1600 hrs	Sheers	Model	Boatswain Call	Whip and Splice	Model
1630 hrs	<b>BREAKDOWN AND DEPART</b>				

**DAY 2**

Time	Team 1	Team 2	Team 3	Team 4	Team 5
0800 hrs	<b>Arrive – Briefing</b>				
0830 hrs	Model	Model	Knots, Hitches, Bends	Trivia	Coil and Heave
0900 hrs	Model	Model	Model	Boatswain Call	Whip and Splice
0930 hrs	Activity 9C	Activity 9C	Activity 9C	Activity 9C	Activity 9C
1000 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1030 hrs	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>	<b>STAND EASY</b>
1100 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1130 hrs	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep	Model Final Prep
1200 hrs	<b>LUNCH</b>				
1300 hrs	Model Presentation	Model Presentation	Model Presentation	Model Presentation	Model Presentation
1330 hrs	Model Presentation	Model Presentation	Model Presentation	Model Presentation	Model Presentation
1400 hrs	Weekend Final Event	Weekend Final Event	Weekend Final Event	Weekend Final Event	Weekend Final Event
1530 hrs	Presentation of Awards	Presentation of Awards	Presentation of Awards	Presentation of Awards	Presentation of Awards
1600 hrs	<b>BREAKDOWN AND DEPART</b>				