



# ROYAL CANADIAN SEA CADETS

## PHASE IV HANDBOOK 2002



Name:

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Corps Name and Phone Number:

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Your Division's Name:

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Divisional Officer's Name and Phone Number:

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Divisional Petty Officer's Name and Phone Number:

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Commanding Officer's Name and Phone Number:

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“Did you know” courtesy of:

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# **ROYAL CANADIAN SEA CADETS**

## **PHASE IV HANDBOOK 2002**

**ISSUED ON AUTHORITY OF THE CHIEF OF DEFENSE STAFF**

**OPI: D Cdts**

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This handbook is yours to keep. It is intended to help you learn everything you need to know about being a sea cadet. Keep it in your uniform tunic pocket and make sure you have it with you on training nights. Take good care of it!

## **WELCOME TO PHASE IV**

Your hard work, commitment and dedication to the program is finally recognized as you begin your last phase of Sea Cadet training. This year promises to once again challenge you within the exciting world of Sea Cadets. Your knowledge level and leadership skills become very important as we now prepare you for your most meaningful role in Sea Cadets to date: becoming an instructor within the program.

Teaching is not as simple as many would like to believe. Many different factors will influence your preparation and your performance in the class. It is important, among other things, to know your cadets' degree of knowledge, their learning capacity, and how to achieve the best results with the resources available to you. Phase IV Instructional Technique will give you the knowledge base required, but like leadership, the only way to truly become a good instructor, is through practice and experience.

Think about what it was like to be a new cadet in the corps and how scary the senior cadets seemed. Now is your opportunity to become the type of Petty Officer that junior cadets admire and aspire to be like. Your role in Sea Cadets is important and valuable. Continue to strive to be the best that you can be in every aspect of your Sea Cadet life!

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## **CHAPTER ONE**

### **PERFORMANCE OBJECTIVE 401**

## **SERVE IN A SEA CADET CORPS**

### **Expectations of You**

As a Petty Officer in Sea Cadets, you have now assumed a role that comes with new duties and responsibilities. Junior cadets will look up to you and your officers will expect more from you. We know that you have the training to meet everyone's expectations with flying colours. It is up to you to do the best that you can.

### **Chiefs' and Petty Officers' Mess**

Your corps probably has a Chiefs' and Petty Officers' Mess where you will be a member. This mess will operate as a club for the senior cadets in your corps. The purpose of the mess is very simple. It provides a place where senior cadets can relax in each other's company, away from junior cadets and officers. It's a great way to establish esprit de corps amongst the seniors. Your mess will probably plan and participate in a variety of activities. Perhaps you'll run a dance or movie night, or organize a fundraiser. This is your mess, so have fun!

### **Mess Dinners**

Mess Dinners are an important part of maintaining the Royal Canadian Navy customs and traditions that we follow. Your Chiefs' and Petty Officers' Mess will probably run a Mess Dinner once or twice a year. It's not very often that we get to dress up in formal attire for dinner! In addition to the eating, the banter that goes on between mess members makes for an entertaining evening!

Your officers will help you with the specifics of a Mess Dinner, but some key elements will always remain the same:

- **Dress** is always specified beforehand on the invitation.
- **Invitations** are usually worded 1930 for 2000, to allow for a glass of punch, peruse the seating plan, and meet fellow guests.
- A **Seating Plan** is formally arranged and displayed. Individual places at the table are marked with a name tag.
- The **Mess President** is usually the President of the Dinner. The President assigns Vice Presidents for each table.
- When **dinner is served**, the President will lead the way into the mess and sit down immediately. Do not sit down before the President.
- The Chaplain or the President then says **grace**. The normal prayer used is “For What We Are About To receive, Thank God”.
- Familiarize yourself with **Rules of Order** regarding mess etiquette.
- The President may order **disciplinary action** for misbehaviour or not following Rules of Order (all in good fun).
- The President is **served first**, but mess guests are served before the President and other guests before their hosts.
- **Table Manners** are important, including good posture, your napkin in your lap, and proper use of eating utensils.
- **Clever and witty comments** add colour and vitality to the dinner, but keep them in good taste.
- After dinner, passing the port (a non-alcoholic drink) occurs. Decanters, with stoppers in, are placed in front of the President and Vice Presidents. The President unstoppers the decanter and the Vice Presidents follow suit. The decanter is passed to the left. The President and Vice Presidents do not help themselves before passing the port.
- The **Loyal Toast** is given while seated. The President, or appointed mess member, says “Ladies and Gentlemen, The Queen”. All diners raise their glasses and repeat “The Queen”.

- The President calls upon a mess member, usually the youngest, to give the **Toast of the Day**. The President may choose which toast to give:
  - Monday - Our Ships at Sea
  - Tuesday - Our Sailors
  - Wednesday - Ourselves
  - Thursday - Our Service, the Navy
  - Friday - Our Country
  - Saturday - Our Families
  - Sunday - Absent Friends
- This toast, and any other toasts, are given standing.
- When the President adjourns the dinner, all diners stand as the President and guests leave.

This is only a quick overview of a mess dinner. Make sure you are familiar with all aspects of dining prior to attending.

## **Sea Cadet Summer Training Centres**

It's no secret that summer training is one of the highlights of being a Sea Cadet. Most cadets have a great time on course and anxiously await the opportunity to return the next summer.



By the end of Phase IV, you will have probably attended a SCSTC and know about the following courses from first hand experience:

- General Training (two weeks)
- Trade Group One (three weeks)
- Trade Group Two (six weeks)

You know that there are four trades available within the program and have probably chosen one of these trades to pursue:

**The Boatswain Trade** is designed to provide you with skills in seamanship, small boat maintenance, small boat operation and marksmanship training. Cadets applying for this Trade must show an interest and aptitude for small boat repairs and firing the air rifle. Successful completion of this Trade

awards cadets with Standard First Aid, Coast Guard License, VHF Radio Operator License, and Rifle Coach. The subjects include:

- Shipboard Care and Maintenance
- Shipboard Duties
- Boatswain Call
- Naval Communication
- Rope Work and Rigging
- Anchoring
- Berthing Parties
- Survival at Sea
- Damage Control
- Shipboard Fire Fighting
- Shipboard Ceremonial
- Whaler Pulling and Sailing
- Motorboat Operations
- Small Boat Care and Maintenance
- Marksmanship Training
- Sea Phase - 3 to 6 days on a Sea Cadet Training Vessel
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

Do you know how many of our provinces do not touch salt water?  
There are only two. Both Alberta and Saskatchewan are completely land locked.

**The Gunnery Trade** is designed to provide you with skills in adventure training, physical fitness training, drill and ceremonial. It is a physically demanding Trade and cadets must be prepared to meet the challenges of the courses, including a 5-day outward bound. Cadets applying for this Trade must show an interest and aptitude for precision drill and physically challenging activities. Successful completion of this Trade awards cadets with Standard 1st Aid, VHF Radio Operator License, and Canoe Instructor. The subjects include:

- Bush Adventure Training
- Drill without Arms
- Rifle Drill (Lee Enfield Rifle)
- Cutlass Drill
- Colour Drill
- Naval Field Gun Drill
- Drill Commands
- Map and Compass
- Naval Ceremonies
- Physical Fitness Training
- Radio Procedures
- Search and Rescue
- Field Exercise - 3 to 6 days in the bush
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

**The Sail Trade** is designed to provide you with skills in dinghy sailing. Cadets applying for this Trade must show an interest and aptitude for sailing in small boats and also be comfortable in and around the water. Successful completion of this Trade awards cadets with Standard 1st Aid, Canadian

Yachting Association Bronze Sail V and Sail Instructor. The subjects include:

- Canadian Yachting Association Sailing Levels
- White Sail I, II & III
- Bronze Sail IV & V
- Assistant Sail Instructor (Green Level)
- National Coach Certification Program Level I - Theory
- Canadian Life Saving Society - Boat Rescue Training
- Canadian Life Saving Society - Life Saving Fitness (Swimming)(Bronze Level)
- Powerboat Operation
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

Speaking of water sports, did you know that Canada has 466697 sq km of fresh water? We are the world leader in this natural resource.

**The Music Trade** is designed to provide you with skills in music training. Some of the finest musicians in the country provide the quality instruction for this Trade. Cadets applying for this Trade must show an interest and aptitude for developing their musical ability. The level of music instruction is equivalent to the Royal Conservatory of Music standards. Successful completion of this Trade awards cadets with Musician Levels from Basic up to Level V. The subjects include:

- Band
- Music Level Basic
- Music Levels 1 to 3
- Instrument Maintenance
- Technique
- Intonation
- Ear Testing
- Sight Reading
- Music Theory
- Band Drill
- Ensemble
- Conducting
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

Having chosen one of these Trade Groups and finished Trade Group Two, you now have the advanced and technical knowledge required of your trade to attend the final summer training course:

- Trade Group Three (six weeks)

Trade Group Three is designed to make you an instructor in your chosen trade. It expands upon the Instructional Technique training you receive at the LHQ so that you can go back to your corps and teach what you have learned.

Should you be interested in pursuing a course outside of the four Trade Groups, there are specialty courses offered at SCSTC's that might appeal. The following courses can be taken after completing Trade Group Two:

- The 6-week **Cook** course is designed to familiarize cadets with the operation of a large galley (kitchen). Successful completion enables cadets to assume the responsibilities of a cook on a Sea Cadet Summer Training Vessel (SCSTV), as well as at the corps on local training exercises. Cadets applying for this Trade must show an interest and aptitude for cooking.
- The 8-week **Marine Engineering** course is designed to teach basic knowledge of machinery systems used on SCSTV's. It enables cadets to serve as watch-keepers in the engine room and to run these spaces in an orderly and efficient manner. Cadets applying for this Trade must show an interest and aptitude for academics. Successful cadets will achieve their watchkeeping ticket.
- The 6-week **Medical Assistant** course is designed to produce a cadet who is capable of assisting qualified Canadian Forces Medical Assistants in a Sickbay or Hospital at a SCSTC, as well as carrying out the duties of a First Aid Attendant. Cadets applying for this Trade must show an interest and aptitude for the medical profession.
- The 6-week **Shipwright** course is designed to prepare the cadet for a role as a member of boatshed, either at the SCSTC or corps. The cadet will be able to maintain and make minor repairs to the hulls, spars, sails and rigging of small boats. Cadets applying for this Trade must show an interest and aptitude for small boat repairs.

- The 6-week **Athletic Instructor** course is designed to develop the skills required to implement and teach a physical training program both at the corps and SCSTC. Cadets must be physically fit and free from any limiting disability or medical condition that would preclude their active participation in a wide variety of sport activities of a demanding nature.
- The 3-week **Aerospace Studies** course is a unique course conducted at Fort Saint-Jean in St Jean, Quebec. The course is designed to familiarize cadets with the scientific, technical and human aspects related to exploration and development of space. It also prepares cadets to face the challenges of an advanced specialty course by giving the opportunity to put to practical use the skills and knowledge learned to solve theoretical problems. Cadets applying should have the interest in the sciences and aptitude to complete a highly academic course.
- The 6-week **Silver Sail** course is designed to produce sailors with the Canadian Yachting Association Silver Sail VI level of certification. Cadets applying for this course must have their Bronze Sail V and show an interest and aptitude for learning the racing techniques associated with dinghy sailing
- The 6-week **Advanced Music** course is designed to provide cadets with advanced music skills. Cadets applying for this course must have their Musician Level III and be prepared to achieve their Musician Level IV or V

These courses fill a specific requirement for staff positions at the SCSTC or corps level.

To apply for summer training, you need to fill out a form called a CF51 (camp application). It requires information from you, your parents, and your Commanding Officer. This form is then forwarded to your Area Cadet Officer (Sea), who makes the final selections.

At the end of this year with the corps you will attend what will probably be your last summer training course. After this, you can look forward to joining the ranks of summer staff at one of the SCSTC's across Canada as a staff cadet, and eventually as a CIC officer. Summer employment is yet another amazing opportunity within our program. It is hard work, but Sea Cadets rise to the challenge and are rewarded with good pay, fulfilling employment, and life-long friendships.

## **Conclusion**

Many of you will go on to have careers in life that are attained, in part, because of the summer training you have received. In addition to the skills you learn, the work ethic you acquire is second to none. Employers recognize that Sea Cadets make excellent employees, not afraid of hard work and long hours. If you talk to former Sea Cadets in the working world, they will tell you that their Sea Cadet experiences were invaluable in preparing them for future vocations.

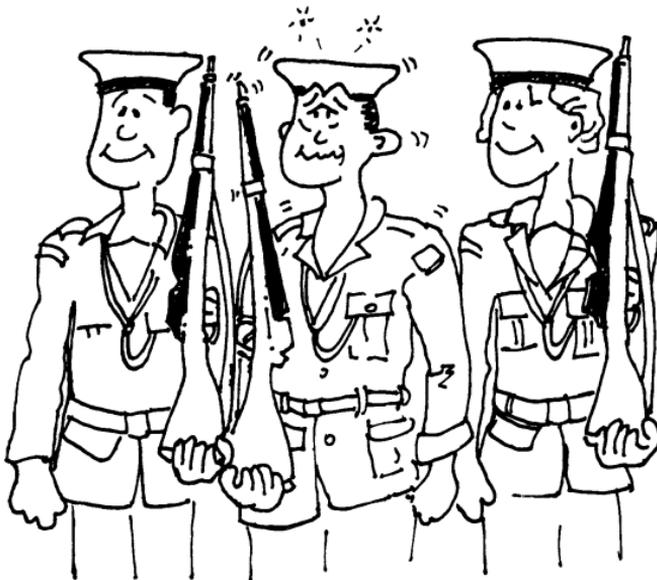


## CHAPTER TWO

### PERFORMANCE OBJECTIVE 402

#### DRILL

Wow! Your confidence in doing drill is well established and your technique is probably pretty good! You have gained valuable skills in Phase III learning about the Power of Command and are ready to tackle the Instructional Technique taught in Phase IV. Congratulations on your hard work. With all your experience and knowledge we know you will make a great drill instructor!



## Identify Components of a Drill Lesson

Firstly, there are four steps involved in the introduction of a drill lesson:

- **Review** previous period
- **Order** the squad into suitable formation (ie. Hollow square)
- **State** the movement to be taught and why it is important
- **State** the requirement for the Performance Check.

A petty officer must be aware of the conduct of a drill lesson.

Secondly, there are four steps to be followed in the conduct of the lesson:

- **Demonstrate:** the complete movement from different angles, calling out the time and then the first part of the movement.
- **Explain:** how the first part of the movement is done and give cadets the opportunity to ask questions
- **Execute:** the movement individually and correct the errors individually and collectively
- **Repeat:** the complete movement until all the trainees are comfortable with it.

This is done in three parts:

- Practice the complete movement with the instructor calling the timing
- Practice the complete movement with the squad calling the time
- Practice the complete movement with the squad judging the time.

Lastly, the final stage is the **Performance Check** and **Conclusion**:

- Observe that the trainees are able to complete the movement.
- Summarize the lesson by restating the movement and its reason, the level of achievement and the next lesson (if applicable).

## Teach a Drill Lesson

You will now be asked to prepare a short 10-minute drill lesson to present to a squad of cadets. Remember that practice makes perfect!

The lesson will probably be a simple topic (without arms) that can be presented easily to a small squad.

Examples of simple lessons:

- Salute to the front
- Turns/inclines in one direction
- Proving
- Position of attention/stand at ease or stand easy

You will be assessed on your ability to use the proper sections of the drill lesson. Good luck!

## Conclusion

You now have taken everything you need to know about drill in the Sea Cadet Program. This doesn't mean that there isn't more you can learn or that your own drill is perfect. Good drill will continue to be a skill that is worked on and improved upon. What this does mean is that you have the necessary knowledge to perform the drill required at your corps.

Continue to take pride in your own personal drill as it is a direct reflection upon how you feel about being a Sea Cadet. Nothing indicates your attitude better than good dress, good deportment and good drill. There is usually quite a competition amongst cadets to have the best drill at the corps. This is a healthy and attainable standard to strive for. Good luck!



## **CHAPTER FIVE**

### **PERFORMANCE OBJECTIVE 405**

#### **NAVAL KNOWLEDGE**

Let's once again review one of the three aims of the Sea Cadet Program:

- Stimulate the interest of youth in the sea activities of the Canadian Forces.

What does this mean? By now you have come to realize that our program is rich with the customs of the Canadian Navy and is built upon many of the same traditions. Phase IV Naval Knowledge continues this proud affiliation.

Each year your corps probably participates in services commemorating the Battle of the Atlantic and Remembrance Day. Do you know why? These parades represent an important part of our battle history, filled with Canadian pride and honour.

#### **Battle of the Atlantic**

Battle of the Atlantic Sunday is celebrated the first Sunday in May. Remembrance services are held all across Canada in Canadian Forces Naval Bases, HMC Ships, reserve units and cadet units. The National Ceremony is held in Halifax where the sailors of the fleet parade to Point Pleasant Park, the site of the Naval Memorial.

The ceremony commemorates the sacrifices of sailors and merchant seamen who gave their lives for their country while valiantly defending the convoy routes of the North Atlantic during the Second World War.

During this battle, Canada sent its Naval and Air Forces up against the notorious German “wolf-packs”. The wolf-packs were the German submarines, whose prey were the convoys of merchant ships that were carrying valuable arms, material and personnel across the ocean.

The elements that the Canadian sailors had to endure were extreme. Raging storms, pack-ice, bitter cold and the blackness of the North Atlantic night.

Success only came as the result of tremendous courage and determination. Over 26,000 merchant ship voyages were made during the 2006 days of war, and they provided over 90,000 tons of war supplies a day to the battle fields of Europe. The battle was costly to Canada. The Canadian Navy lost 1797 sailors, 32 ships, and there were 319 wounded.

The Battle of the Atlantic is an exciting piece of Canadian history, filled with tragic sacrifices. It is important to remember those who fought for our country with honour and dignity. By attending local services with your corps, you help ensure that their legacy is not forgotten.

Do you know who is Canada’s most decorated war hero? Lieutenant-Colonel William Barker is the most decorated hero of all our wars. His gallantry awards from World War I include: The Victoria Cross; the Distinguished Service Order and Bar; the Military Cross and Two Bars; the French croix-de-guerre; two Italian Silver Medals for Valour, plus three Mentions-in-Dispatches.

## Remembrance Day

During the First, Second World and Korean Wars, in every community across Canada young men and women not much older than yourself, left their homes, families, jobs and schools to join the Army, Navy or Air Force and to fight for freedom. They gave up their best years and sadly many never returned home. They died on the battlefield, in the air and at sea. It is these men and women who died away from their homes and families that we remember.

Remembrance Day is held every year on the eleventh hour of the eleventh day of the eleventh month. It was at this time in 1918, the Peace Treaty was signed in Versailles, France that ended World War I.

Ceremonies are held across the country at local war memorials. The national ceremony is held in Ottawa at the National War Memorial.

There is a field in Flanders, France known as the field where the poppies grow. Flanders is a place where much fighting took place during World War I. This war lasted four years and every spring the soldiers, who lived and fought in the trenches, noticed the red flowers blooming all over the battlegrounds. As time went on and the war continued, the soldiers started to notice that poppies were blooming on the graves of their friends who had been killed.

The poppy has grown to represent the symbol to say we remember the young men and women who died in war and on peacekeeping missions, and are thankful for the peace we enjoy today.



Something to think about . . .

Do you know anyone who has fought for Canada? Maybe you know a veteran who can share some experiences with you. Take this opportunity to ask them about their contributions in the name of peace.

Maybe your corps invites veterans in to talk about Battle of the Atlantic and Remembrance Day. There will come a day when the veterans will no longer be around to spread their messages, so it is important that this generation carries on the tradition of remembrance. **LEST WE FORGET.**

## **The Role of the Canadian Navy**

There's a reason why you were interested in joining Sea Cadets over Air or Army cadets. Chances are that you thought that Sea Cadets would probably have an element of training similar to that of the Canadian Navy. Well, you were right, and by now you've discovered that the majority of your naval training is based upon the proud customs and traditions of the Navy, but do you truly understand the role of the Canadian Navy in today's world?

The Canadian Navy is an ever-changing element of the Canadian Forces. Their role is dependent upon the current operational requirements placed upon them. Basically, the Navy fulfills the following responsibilities:

- Defending Canada by maintaining a level of preparedness in case a threat arises.
- Participating in major wars.
- Peacekeeping as required by the United Nations and other multinational organizations to maintain or restore international peace.
- Helping Canada by protecting the peace and security of Canadians during times of natural disaster or civil emergency.

All you need to do is to pick up a newspaper, or turn on the news, to see the Navy's role in current world affairs. As a Petty Officer 2nd Class, can you answer the following?

- Name at least two of the ships that are currently operational.
- Name one location where Canadian ships have patrolled during the year.
- Understand the purpose of the patrol or mission that the Navy has participated in.

Did you know that former Prime Minister Lester B. Pearson is known as the Father of Peacekeeping? He was awarded a Nobel Peace Prize for introducing a new kind of peacekeeping to the United Nations.

It is expected that you will know the answers to these questions. Because this information constantly changes, it is important to keep current by research and monitoring current events. Check out the most recent information on the Web at:

[www.dnd.ca](http://www.dnd.ca) then follow the prompts to the Navy Homepage.

The Public Library may be able to give you access to the Internet but most of their books will not give current information on the Navy. Their Media collection, however, will have current public information.

A CF Recruiting Centre in your area can be found by calling 1-800-856-8488 or reach them on the Web at <http://www.recruiting.dnd.ca>.

Finally, your Area Cadet Detachment will have access to Public Affairs contacts.

As you can see, there are many places to find information on Canada's Navy. Using these resources, you should be able to answer the following types of questions about the Navy:

- How many ships are currently commissioned and in operation by the Canadian Navy?

- What are the classes or types (Kingston class, Oberon or Upholder submarine, etc.)?
- What is the purpose of each class?
- How many CF members on board?
- What are the names of the ships?
- What does HMCS stand for?
- Where are the ships right now?
- Has Canada's Navy participated in any United Nations Operations this year? If so, what do you know about their involvement?
- What are the future plans of the Canadian Navy?
- Why do we have a Canadian Navy?

Learning about the Canadian Navy can be very exciting as it offers a world of mystery and intrigue. Take this opportunity to discover some of the fascinating assignments that Canada is a part of. Your interest and research into the Navy is an important and vital part of Sea Cadet training.

## **Conclusion**

Naval Knowledge is an important element of putting the “sea” into Sea Cadets. Learning skills that link Sea Cadets to the Canadian Navy ensures that we carry on the proud customs and traditions that have become an integral part of our program. After all, this is what makes Sea Cadets unique from any other youth group.

Test your naval knowledge by answering the following questions:

1. Name one location where Canadian ships have patrolled during the year:

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2. Explain why, in your own words, we have a Navy:

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## **CHAPTER SIX**

### **PERFORMANCE OBJECTIVE 406**

#### **RIG LIFTING DEVICES**

The Canadian Forces ships use several types of lifting devices such as hydraulics, portable mounted cranes and forklifts. Before these devices were developed, and even in some instances today, sailors were required to improvise lifting devices. This would have to be done using only the ship's gear, supplemented sometimes by anything found ashore. Nowadays, ships no longer carry timber spars specifically for improvised lifting rigs.

The type of lifting device Sea Cadets have chosen to rig is the Sheers. Your seamanship skills are now put the test, as everything you have learned to date will be used in rigging Sheers.

#### **Sheers**

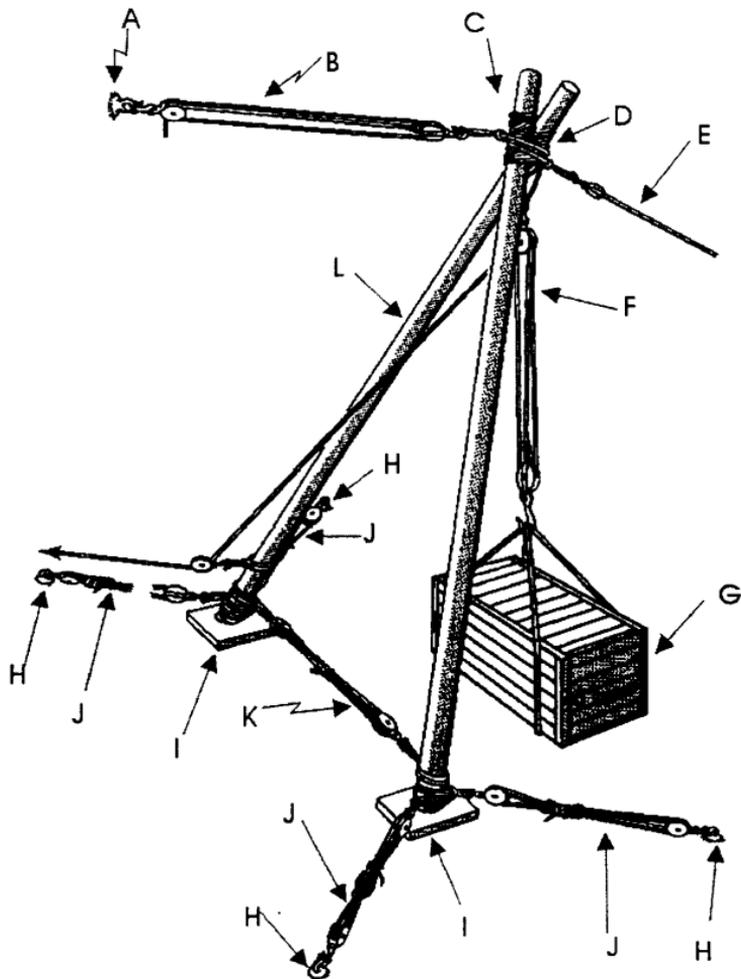
Sheers consist of two upright spars called legs, which are lashed with their feet splayed out. This is why this lifting device is often called Sheer Legs. Sheers are suitable for use when the load is not required to move side to side, such as on the edge of a wharf, or on the banks of a river, or in lifting a weight from a boat to the deck of a ship. They can lift a large load because the stress is distributed over two spars.

## Required Equipment

<b>Required Equipment</b>	<b>Quantity</b>	<b>Item</b>	<b>Size</b>
	2	Wooden Spars	4 - 4.5 m
	1	Head Lashing 12mm manila	9 metres
	5	Steel spikes with eyelet 5 cm from the top	1 metre
	1 Roll	Twine for mousing hooks	
	1	Load - any suitable object	min. 18kg
	1	Steel spikes with 2 eyelets	1.2 metres
<b>Topping Lift</b>	2	Wooden Blocks	12.5 cm
	1	16mm manila	68 metres
	1	12mm manila strop	1.2 metres
<b>Splay Tackle</b>	1	Double wooden block	10 cm
	1	Single wooden block c/w becket	10 cm
	1	12mm manila	17 metres
	2	12mm manila strops	0.5 metres
<b>Heel Tackles</b>	4	Double wooden blocks	10 cm
	4	Single wooden blocks c/w becket	10 cm
	4	12mm manila strops	0.5 metres

<b>Required Equipment</b>	<b>Quantity</b>	<b>Item</b>	<b>Size</b>
Load Purchase	2	Double wooden blocks	12.5 cm
	1	Single wooden block c/w becket	12.5 cm
	1	12mm manila	30 metres
	1	12mm manila strop	0.5 metres

## Parts of the Sheers

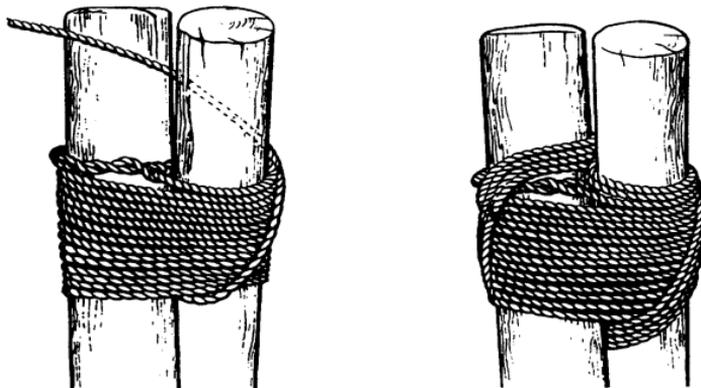


- |                        |   |
|------------------------|---|
| A. Topping Lift Anchor | Secures the topping lift to a wall (can be a pipe driven into ground at a 45 degree angle)  |
| B. Topping Lift        | Together with the martingale makes up the overhead rigging, which supports the structure in a vertical or an inclined position. Consists of a two fold purchase |
| C. Crutch              | See above   |
| D. Head lashing        | Binds the legs together   |
| E. Martingale          | The cross of the legs   |
| F. Main Purchase       | Secured to the crutch, used for hoisting  |
| G. Load                | Secured to the main purchase hook   |
| H. Anchor Pin          | Secures the heel tackles in place   |
| I. Wooden Shoe         | For the spars to secure to  |
| J. Heel Tackle         | 4 short, light luffs or two fold purchases. May substitute simple strops if points of attachment are evenly distributed (see modified sheers)                   |
| K. Splay Tackle        | a short, light luff or two fold purchase  |
| L. Legs                | 2 spars which are lashed together and crossed near their heads  |

## **Rigging the Sheers**

Head lashing:

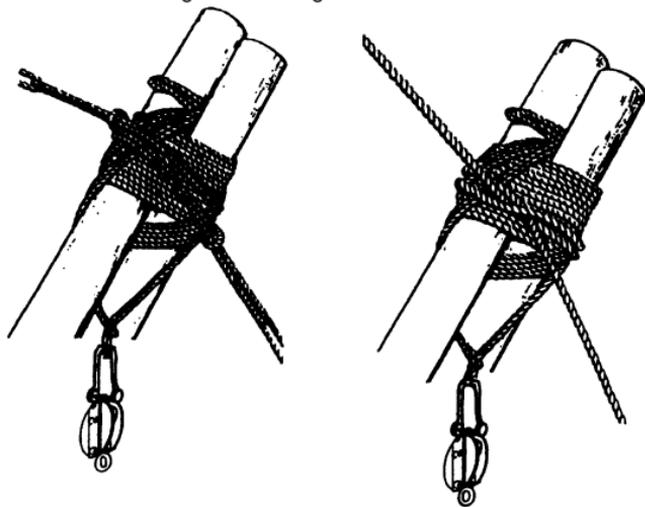
1. Lay the two spars for the legs, side by side with the heels together, flush, and the heads supported on a block near the tips; this way the heads are clear of the deck so you can work on them.
2. Cross the legs approximately 1 metre from the heads.
3. Choose a rope, depending on the size of the spars and the weight to be lifted; this is best judged at the time but for our purpose “ manila is sufficient.”
4. Tie a timber hitch around one of the legs either above or below the cross.
5. Make enough round turns around both legs to cover the cross, at least 14 turns.
6. Bring the end of the rope up between the legs, then pass it down between the legs on the opposite side of the cross. Bring the rope up again as before so as to form a frapping turn that binds the whole lashing together. Ensure the frapping turns are applied close to one another and hauled taut. The frapping turns cross the spars as well as the lashing. Apply a minimum of four frapping turns.
7. Complete the lashing by tying a clove hitch - take the line round the leg opposite to the one to which it was originally attached.



### Splaying the Legs:

8. Having completed the head lashing, open the heels of the legs out far enough to set up the head lashing taut, so that it binds the legs securely together where they cross.
9. Next, put on the strop for the purchase. The strop must be long enough to enable the block to swing clear between the legs. Attach the strop by slipping it up to the top leg and passing it down over the head of the lowered leg so that it will bind the two together when under load.
10. The upper block of the purchase is hooked to this strop, and the hook is securely moused.
11. Next, secure the topping lift and martingale, or the fore and back guys, to the head of the sheers. If a vertical surface (such as a building, tree or pole) is available for attachment of the topping lift at the level of the head lashing, the topping lift may be of any convenient length. Side guys are not fitted, as sheers need no lateral support.

12. Ensure that the pull of the guys will assist in binding the sheers together, and that the purchase strop is free to take up its natural position as the weight comes on it. Hooks on topping lift and upper purchase block must be moused. Two methods of securing the topping lift and martingale are diagrammed below.



#### Splay and Heel Tackles:

13. Place the legs roughly in position ready for raising. Point the heels to appropriate shoe. Support the legs laterally by the splay and heel tackles.
14. The distance between the shoes should be one-third of the distance from the foot of the sheers to the crutch (effective length of the sheers).
15. Lead the splay tackle from the heel of one spar to the heel of the other. Secure to the spar with a strop. Ensure the splay tackle is taut and choked before the sheers are raised.

16. The heel tackles guy down the heels laterally and their strops should be kept as low down as possible otherwise the tackles will be heavily stressed as the sheers are raised.
17. Attach the leading block for the fall of the purchase to one leg.
18. Fit thumb-pieces or rope collars to prevent all the strops at the feet of the legs from slipping upwards.

#### Raising the Sheers:

19. To raise the sheers, place the heels of the spars in the shoes.
20. Heave the splay tackle so it is taut and secured. The heel tackles are like-wise hauled taut to retain the heels of the sheers in position.
21. Have a cadet keep the topping lift taut while the head of the sheers is raised by hand.
22. When the sheers are at an angle of approximately 45 degrees, the strain may be taken by the topping lift and the sheers raised to the working position.

#### Guys and Footings:

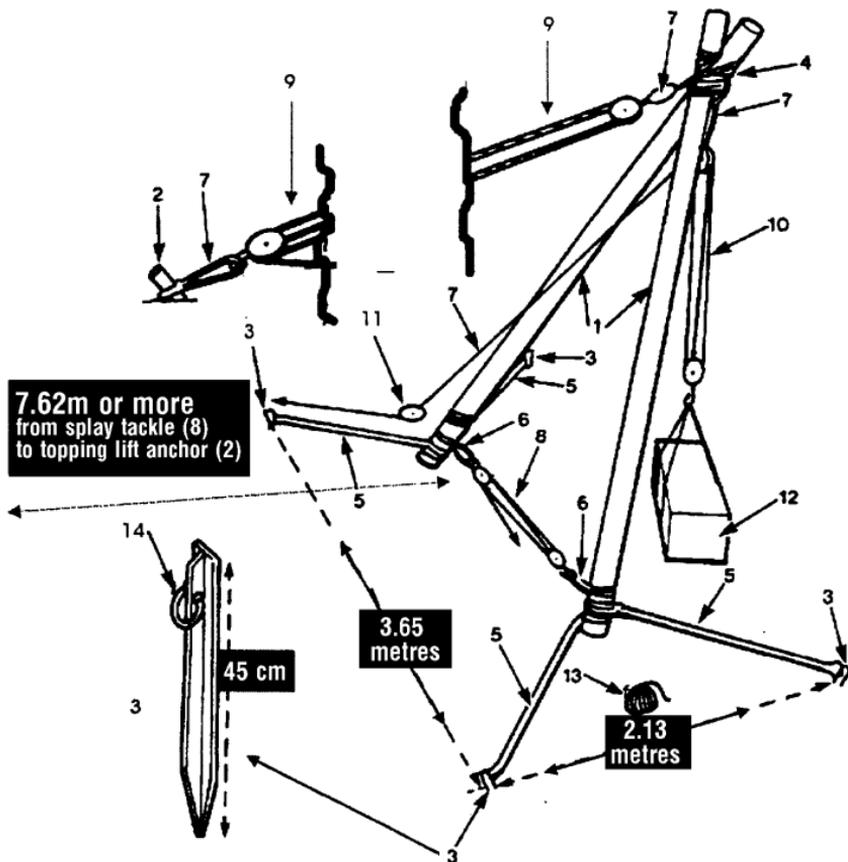
23. Make fast the guys near the tops of the spars with a clove hitch in such a way that the guys will draw the spars together when the stress is applied. To accomplish this, fasten the fore guy to the rear spar and the back guy to the front spar.
24. When using spikes, the grid measurement should be 5.8m x 3.04m with the topping lift spike 7.62m from the centre of the four heel spikes.
25. When using sheers at the edge of a wharf or pier, the fore guy may be dispensed with, but the sheers must always lean distinctly outwards. Never exceed a slope of 3:1. Foot-ropes and footings may be required.

26. Have a tag line attached to the load purchase in order to retrieve the lower block and hook on, without having to enter the danger zone. It is also to be used to control the load while it is being raised. The tag line is to be coiled down after raising the load.
27. Tie a figure-of-eight knot at the running end of all lines.

## **Using Heel Strops instead of Heel Tackles**

1. If the points of anchorage for the heels of the sheers can be placed symmetrically, it is possible to use strops instead of tackles.
2. This will use the splay tackle alone to set up the necessary tension in the system. This results in a considerable decrease in the number of blocks and tackle needed to rig the system. Such a method may be employed when the sheers are set up outdoors, using symmetrically placed anchor pegs as points of attachment for the heel strops.
3. Such an arrangement is illustrated below. It is important that the distance between the anchor pegs and the length of the heel strops be appropriate.
4. The figures shown in the diagram are suitable for 4.62 metres sheers. For other sizes, the dimensions will have to be worked out through trial and error.
5. The length of the strop must take into consideration the portion that passes around the leg of the sheers.
6. If a vertical surface, such as a building, tree or pole is available for attachment of the topping lift at the level of the head lashing, the topping lift may be of any convenient length. If not, a topping lift anchor pin can be driven into the ground at a 45 degree angle.

Additional Equipment: 4 heel strops - 12mm manila - 1.8 metres long

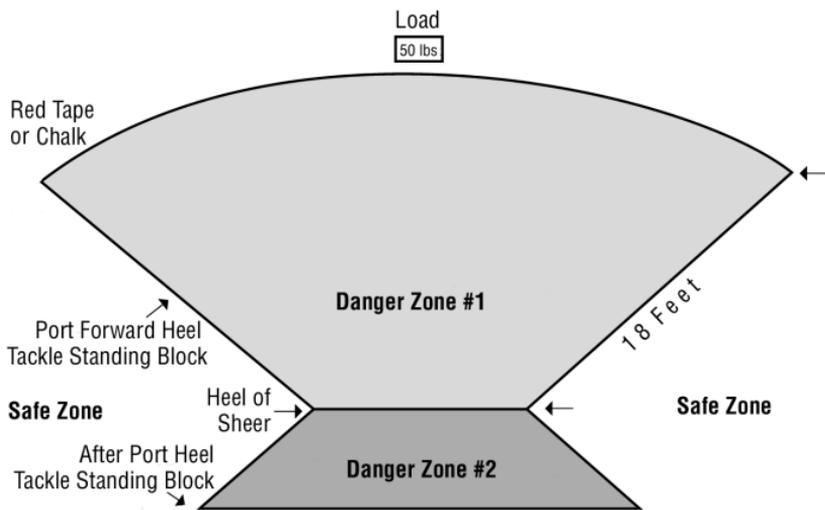


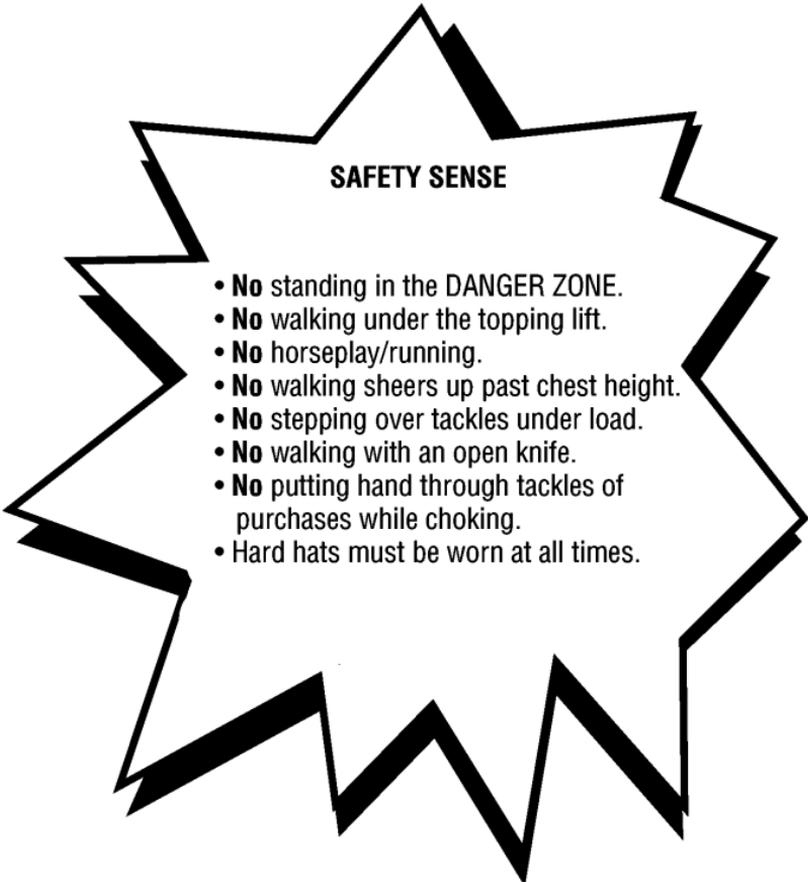
- 1 Legs
- 2 Topping lift anchor
- 3 Anchor pin
- 4 Head lashing
- 5 Heel strops

- 6 Splay Tackle Strops
- 7 Topping lift and purchase strops
- 8 Splay tackle
- 9 Topping lift
- 10 Purchase
- 11 Leading block
- 12 Load
- 13 Twine
- 14 Shackle

## **Zones**

1. Mark an area from the centre of the port heel, forward along the port heel tackle to a distance from the length of the sheers, crossing over in an arc equal to the length of the sheers to meet a mark that comes from the starboard heel tackle. THIS IS DANGER ZONE #1.
2. Mark an area from the port heel, along the after port heel tackle to the after port heel tackle standing block then straight across, meeting an identical mark coming from the starboard side. THIS IS DANGER ZONE #2.
3. The two areas remaining on the port and starboard sides of the sheers are the SAFE ZONES.
4. Zones are only in effect once the cadets begin to raise the sheers.





## SAFETY SENSE

- **No** standing in the DANGER ZONE.
- **No** walking under the topping lift.
- **No** horseplay/running.
- **No** walking sheers up past chest height.
- **No** stepping over tackles under load.
- **No** walking with an open knife.
- **No** putting hand through tackles of purchases while choking.
- Hard hats must be worn at all times.

Remember that sheers are particularly suited for use when the load is not required to be slewed, such as on the edge of a wharf or the banks of a river, or in lifting a weight from a boat to the deck of a ship or assisting in the erection of a heavy derrick or sheers. They are stronger than a derrick of equal size and material, because they are made from two spars instead of one, but they are clumsier and take longer to rig.

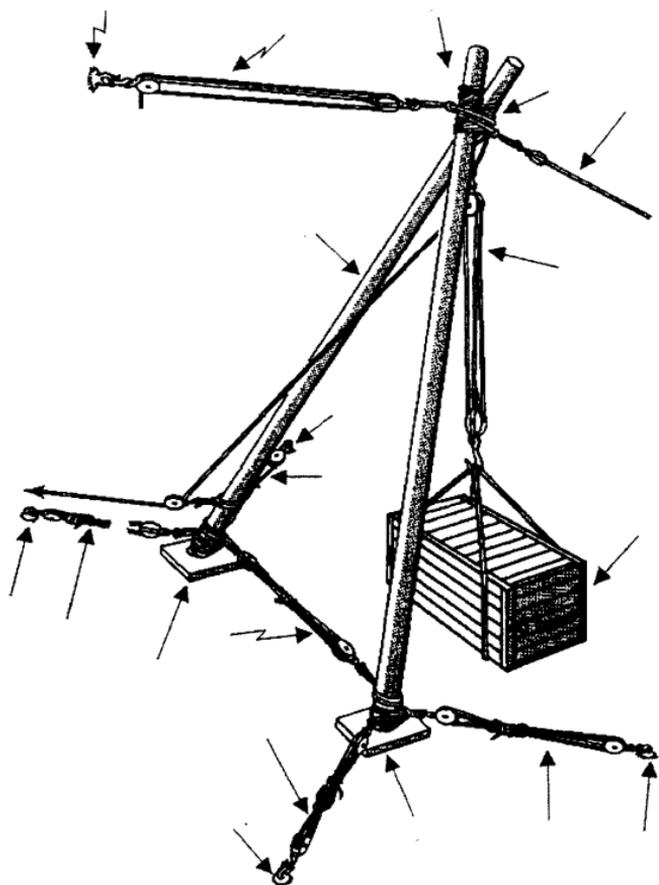
## Conclusion

Knowing how to rig sheers is a seamanship skill that will be used at the corps, and even in everyday life. Although the advent of modern machinery on the ships has greatly reduced the need to know about lifting devices, this is a skill that will never be outdated. In addition, it is part of the naval history and tradition that remains an important part of Sea Cadet training.

Test your knowledge level by answering the following questions about sheers:

1. Fill in the blank, with the letter corresponding to the correct term, on the diagram below:

A. Topping Lift Anchor	G. Load
B. Topping Lift	H. Anchor Pin
C. Martingale	I. Wooden Shoe
D. Headlashing	J. Heel Tackle
E. Crutch	K. Splay Tackle
F. Main Purchase	L. Legs



2. Explain what sheers are and what they are used for:

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3. Safety is an important element of rigging sheers. List four safety procedures that must be followed:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_



## CHAPTER SEVEN

### PERFORMANCE OBJECTIVE 407

## LEADERSHIP

### CHAP

You now realize that harassment and abuse is not tolerated or accepted in our program. As a Sea Cadet you have rights and responsibilities with regard to harassment and abuse. This is outlined in the **Cadet Harassment and Abuse Prevention (CHAP)** program. Part of being a Sea Cadet involves taking part in this training and knowing what your rights and responsibilities are. They can be found on the inside back cover of this manual.

There are officers at your corps or Sea Cadet Summer Training Centre (SCSTC) that are specially trained to help answer your questions about abuse and harassment. They are there to provide you with any information that you need, including:

- The various forms of harassment and abuse
- The difference between the two
- Your responsibility to treat each other with respect
- Where you can go for help if somebody is mistreating you
- What happens if you abuse or harass someone

The Cadet Organization takes accusations of abuse and harassment very seriously. If you need to talk, there is always someone at the corps or SCSTC who will listen and help you with your options.

As a senior cadet in the corps you will also be trained on your responsibilities with regard to harassment and abuse. This includes:

- Intervene when you are aware of unacceptable behaviour
- The requirements and procedures for reporting incidents of harassment and abuse
- How to deal with disclosures of abuse

As a Petty Officer we place many expectations upon you. Nothing is as important as creating a training environment for junior cadets that is safe and free from harassment and abuse. Take this responsibility very seriously.

### **Understand the Role of a Leader**

As a Petty Officer there are expectations upon you to be a good leader. Your role and those expectations now include:

- Responsible for subordinate cadets
- Responsible to senior cadets
- Responsible to officers and instructor staff
- Responsible for assigned duties (i.e. Ship's Writer, Regulating PO, etc)
- Responsible for personal dress and deportment

This is not an exhaustive list! There will be many times that you will be expected to act responsibly under the given situation. Can you think of other examples that may come up at the corps where you will have to act as a leader? What would you do?

You will not always be able to control everything. We all have issues that we would like to be able to solve in an ideal situation – for example, getting rid of world hunger, but we have no control over this. We call this our Circle of

Concern. However, there are things that we can control – for example motivating your cadets so that they all show up in uniform, on time on a parade night. We call this your Circle of Influence. What are some other examples of The Circle of Influence versus the Circle of Concern?

## **Act as a Leader**

You will be given the opportunity to gain 90 minutes of On-the-Job Training. Thirty (30) minutes of that entails the organization of a Sports Tabloid night for the rest of the cadet corps.

Some other opportunities that you may be allowed to experience include:

- Supply PO
- Training PO
- Divisional PO
- Regulating PO
- Coxswain

The possibilities are endless and this will give you a chance to think about which staff position you would like to fill next year. Take advantage of as many different positions as you can!



## CHAPTER EIGHT

### PERFORMANCE OBJECTIVE 408

## INSTRUCTIONAL TECHNIQUE

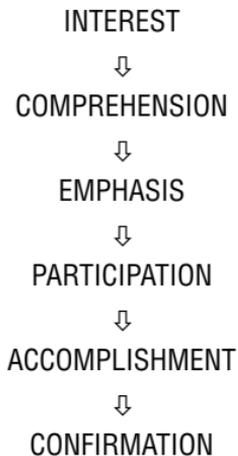
As with leadership, instruction is considered an art form rather than a science. The Sea Cadet Program uses a series of techniques designed to make your job of instructing a little easier. By using these techniques, the cadets under your instruction learn more quickly and are better able to apply what they have learned.

Think about the teachers that you've had over the years, both in Sea Cadets and school. Who do you think was really good? What was it about their teaching that you liked? This is your opportunity to take the best of your experiences and incorporate them into your own unique instructional style.

### The Teaching/Learning Process

Learning is more effective and efficient under some conditions more than others are. To ensure effective learning, the instructor must **understand and apply** the time tested CF principles of the Teaching/Learning Process.

The following six principles are at the heart of the Teaching/Learning Process:



The acronym ICE-PAC is useful for remembering the above principles associated with each. These principles are mutually supportive and of equal importance to the instructor when planning instruction. Not all of these principles can be used during each instructional event; therefore, the instructor must learn to select those that best suit the subject matter being presented.

## **INTEREST**

Principle ▶ People learn best when they are interested in the material or skill.

Action ▶ Instruction must arouse, create, and maintain cadets' interest. The instructor should employ imaginative means to provoke cadets' curiosity, while taking into account cadets' experience and interests.

<b>Ensure Interest</b>	<b>Technique</b>
Information	<ul style="list-style-type: none"> <li>• Inform the cadets why they are learning the skill. Explain all the advantages of this new knowledge or skill.</li> </ul>
Enthusiasm	<ul style="list-style-type: none"> <li>• Show enthusiasm.</li> <li>• Smile, enjoy yourself, it's contagious!</li> <li>• Make eye contact.</li> <li>• Vary the pitch, resonance, articulation, speed, volume inflection and rhythm of your speech.</li> </ul>
Variety	<ul style="list-style-type: none"> <li>• Use more than one instructor.</li> <li>• Use verbal illustrations to back up a statement or to clarify an idea.</li> <li>• Create a variety of different training aids.</li> <li>• Try different teaching methods.</li> </ul>
Realism	<ul style="list-style-type: none"> <li>• Try a different location for your class. If you're teaching wind direction for sailing, why not go outside to see, hear and feel the wind.</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• Involve the cadets by asking questions.</li> <li>• Ensure cadets participate early in a skill lesson.</li> <li>• Use speed and/or ability competitions or games to reinforce learning toward end of lessons.</li> </ul>

## COMPREHENSION

**Principle** ▶ People learn best when instruction starts at the level of understanding and proceeds at the rate of their comprehension.

**Action** ▶ Instructors must determine the level of knowledge that the cadet is starting at and only progress when cadets have full understanding. Perhaps using extra classes or arranging extra practice times.

<b>Ensure Comprehension</b>	<b>Technique</b>
Research	<ul style="list-style-type: none"><li>• Examine the Course Training Plan (CTP) to determine what material the cadets have already learned</li></ul>
Plan	<ul style="list-style-type: none"><li>• Organize lesson material into a logical order</li><li>• Proceed from the known to the unknown</li><li>• Move from the simple material to the more difficult</li></ul>
Question	<ul style="list-style-type: none"><li>• Ask review questions at the start of your lesson to determine the level of understanding</li><li>• Continue to ask questions throughout the lesson to ensure understanding</li><li>• Assure cadets early in the lesson that questions are welcome</li></ul>
Observe	<ul style="list-style-type: none"><li>• Watch for expressions of non verbal body language which may indicate difficulty with some part of the lesson</li><li>• Observe course members when they practice a skill to help them correct mistakes as they occur to prevent puzzlement from the cadets in the class</li></ul>

## EMPHASIS

- Principle ▶ People will retain the information when the instructor enhances the learning through repetition and emphasis.
- Action ▶ Instructors must stress essential points.

<b>Emphasize Points</b>	<b>Technique</b>
Process	<ul style="list-style-type: none"><li>• Teach the material step by step.</li><li>• Re-cap each area - stress key points.</li></ul>
In-class Review	<ul style="list-style-type: none"><li>• Review the key points from the past lesson.</li><li>• Repeat the key points during the lesson.</li></ul>
Reinforcement	<ul style="list-style-type: none"><li>• For a knowledge lesson - ask questions on the key points.</li><li>• For a skill lesson - allow sufficient practice time, don't over demonstrate.</li><li>• Try saying "This is important, remember it."</li><li>• Use examples, comparisons, statistics and stories to back up a point.</li><li>• Use training aids.</li></ul>
Post-lesson	<ul style="list-style-type: none"><li>• Have cadets take notes.</li><li>• Distribute handouts covering key points.</li></ul>

## PARTICIPATION

- Principle           ▶       People learn best when they have an opportunity to participate actively in the learning process. People learn by doing.
- Action             ▶       Cadets need action, activity and excitement. This is why they joined. Class participation can be in the form of physical or mental activity.

<b>Type of Lesson</b>	<b>Technique</b>
For a knowledge lesson	Organize your teaching points into. . . <ul style="list-style-type: none"><li>• A puzzle</li><li>• A crossword</li><li>• Trivia games</li><li>• Board games</li><li>• A word search</li><li>• Discussions</li><li>• A case study</li><li>• Trick questions</li><li>• Competitions</li><li>• Experiments</li><li>• Anything that involves reasoning</li></ul>
Skill	<ul style="list-style-type: none"><li>• Have as many of the class working at the skill as possible.</li><li>• If equipment is required, make sure you sign out as many as are available - You can't teach knots without rope!</li><li>• Ensure ample practice time.</li><li>• Maintain close supervision during practice.</li><li>• Correct mistakes as they occur.</li><li>• Ensure early involvement by cadets.</li></ul>

## ACCOMPLISHMENT

- Principle ▶ People learn most effectively when their performance results in a sense of accomplishment
- Action ▶ Cadets must be told how they are doing - what they are doing well and what they are doing not so well, or wrong. The object is to reinforce desired performance and extinguish undesired performance

Technique	Results
Inform cadets of the lesson objectives.	<ul style="list-style-type: none"> <li>• Cadets know what is expected of them.</li> </ul>
Explain lessons clearly using simple words.	<ul style="list-style-type: none"> <li>• Cadets learn easily, which creates satisfaction.</li> </ul>
Keep cadets informed of their progress. Just by saying “Now that you have all correctly tied the reef knot, let’s practice the bowline” will indicate the cadets’ progress.	<ul style="list-style-type: none"> <li>• Cadets take responsibility for their own learning.</li> <li>• Cadets can build on strengths and improve weaknesses.</li> </ul>
Compliment cadets on work that is well done.	<ul style="list-style-type: none"> <li>• Cadets are encouraged to continue doing the skill the correct way.</li> </ul>
Encourage cadets that may be having difficulty. This may take extra work on a one-to-one basis with the cadet.	<ul style="list-style-type: none"> <li>• Cadets are encouraged to persevere despite difficulty.</li> </ul>

## CONFIRMATION

- Principle ▶ Learning is most complete when instruction provides for confirmation that learning has occurred and has been retained.
- Action ▶ Instructors must confirm that the cadets' learning meets established standards to ensure that the skill can be performed safely and competently. Try the following techniques:

<b>Element</b>	<b>Technique</b>
Practice	<ul style="list-style-type: none"><li>• Observe as the cadet practices the skill.</li></ul>
Exercises	<ul style="list-style-type: none"><li>• Have the cadets perform the skill. If you are teaching to pipe the Still, listen to each cadet perform the pipe. Anyone who cannot do it may need some extra attention.</li><li>• Provide exercises or guide discussions that stress the key points of the lesson.</li></ul>
Questions	<ul style="list-style-type: none"><li>• Ask questions at the end of the lesson to assess how well the cadets are learning.</li><li>• Listen carefully to the cadets' answers to questions on essential topics. You may be able to identify weak areas that may need to be re-taught.</li></ul>
Assignments	<ul style="list-style-type: none"><li>• Review assignments completed outside class to determine extent of learning.</li></ul>
Tests	<ul style="list-style-type: none"><li>• Conduct Lesson Checks and Enabling Checks. This will not only reinforce learning but will confirm it.</li></ul>
Observations	<ul style="list-style-type: none"><li>• Note and provide feedback of cadet behaviour.</li></ul>

These principles are probably new to you, but the ways to implement them may not be. Think of the instructors, teachers, and coaches you have had over the years. What did they do to accomplish the principles? This is your opportunity to take the best of your experiences and use them to make you a great instructor.

## **Training Aids**

A training aid, or teaching aid, is anything that aids the learning process. The most common of these are whiteboards, flipcharts, videos, model, books, and handouts.

Teaching aids are not limited to these forms, however. They can be as simple as the rifle itself for a lesson on basic parts, or as imaginative as . . . ?

It is believed that sight plays a greater role in the learning process than any of the other senses. In fact, of the information supplied to the brain, sight accounts for about 75% of input, hearing about 15%, and the remaining senses account for the rest. If you doubt this, try to teach a child to tie a shoelace by explaining it orally.

Adding visual aids can have many advantages:

- Adding interest.
- Aid in retention of lesson material.
- Assist the cadet in understanding the lesson material.

## Basic Principles for Training Aids

- Relevance ▶ Teaching aids should be relevant and useful to your lesson. They should not become a distraction to your class.
- Clarity ▶ Teaching aids should be easily understood. Visual aids must be legible and large enough for all, including those furthest away, to see.
- Timing ▶ Don't produce a teaching aid until you plan to use it in a lesson. Students will want to look at pictures, read displays, and play with models if they are visible or available.
- Involvement ▶ A teaching aid that the cadets can use will usually be more effective. If students have contributed to the content of a flipchart, they will be more likely to remember it and be interested by it than if the content is presented to them. A set of ropes so students can tie knots themselves will be a more effective teaching aid than a knotboard.
- Originality ▶ Teaching aids can be tired and overused. Any single teaching aid (flipcharts, whiteboard, and video) if used everyday, will lose its appeal to your cadets. Vary your use of the old stand-by and use your imagination to create original, dramatic teaching aids that will be remembered throughout the year.

<b>Teaching Aid</b>	<b>Advantage</b>	<b>Disadvantage</b>
Whiteboard, Flipchart, Chalkboard	<ul style="list-style-type: none"> <li>• Easy to use</li> <li>• Inexpensive</li> <li>• Can be prepared beforehand</li> <li>• Can be seen by large numbers</li> <li>• Readily available</li> </ul>	<ul style="list-style-type: none"> <li>• Not appropriate for explaining principles involving motion.</li> <li>• Is associated with traditional schoolroom teaching, and so may be a turn-off to learning, especially for younger cadets.</li> </ul>
Model	<ul style="list-style-type: none"> <li>• 3-D, close to the real thing</li> <li>• Ease of use</li> <li>• Increases interest</li> <li>• Can illustrate motion</li> </ul>	<ul style="list-style-type: none"> <li>• With large groups, cadets may not have an opportunity to observe, handle take apart, etc.</li> <li>• It may be impractical, too expensive, or impossible to obtain or build models for a lesson.</li> <li>• There may be storage problems.</li> </ul>

<b>Teaching Aid</b>	<b>Advantage</b>	<b>Disadvantage</b>
Handbook	<ul style="list-style-type: none"> <li>• able to present material in printed form which the cadet learns by reading</li> <li>• able to furnish cadets with a highly condensed permanent source of information</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to update.</li> <li>• Does not accommodate individual differences.</li> </ul>
Mock-up	<ul style="list-style-type: none"> <li>• this is useful for, say, berthing a ship where you may not have either item but you can use a table for the ship and a bulkhead for the jetty</li> </ul>	<ul style="list-style-type: none"> <li>• May require accompanying verbal explanation and a great deal of imagination.</li> </ul>
Pictures	<ul style="list-style-type: none"> <li>• able to represent subject matter that requires representation</li> <li>• able to show what is not available (i.e. ships)</li> </ul>	<ul style="list-style-type: none"> <li>• May require accompanying verbal explanation for understanding.</li> </ul>
Video	<ul style="list-style-type: none"> <li>• centre of attention</li> <li>• realism</li> <li>• easy to store</li> <li>• relatively inexpensive</li> </ul>	<ul style="list-style-type: none"> <li>• Portions of lesson conducted in darkness.</li> <li>• Requires planned or fixed sequence.</li> <li>• Equipment breakdown.</li> <li>• Replaces the instructor.</li> </ul>
Board Game	<ul style="list-style-type: none"> <li>• more participation</li> <li>• more interaction</li> <li>• fun</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of game may be difficult to teach.</li> <li>• Can get out of hand.</li> </ul>

## Methods of Instruction

You probably realize that there are many different ways to instruct. These are known as **methods of instruction**. In the Sea Cadet Program we try to use a variety of methods to teach what is mostly a *skill-based program*. *Knowledge based programs* are traditionally taught using a lecture method, but we encourage you to try many different kinds that will challenge and motivate your students to learn.

Let's look at some different types of instructional methods:

## **DISCUSSION METHOD**

- The instructor presents a problem, question, or topic, to the class or small groups. The ideas may be discussed, expanded on, or evaluated during the session. The instructor should draw the groups' ideas together into some sort of conclusion.

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### **USES**

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- To develop imaginative solutions to problems
- Stimulate thinking and interest
- Secure cadets participation
- To emphasize main teaching points
- To determine how well cadets understand concepts and principles
- To foster attitudinal change

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### **ADVANTAGES**

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- Stimulates thinking and interest
- Increases motivation
- Increases cadet acceptance and commitment
- Utilize cadets knowledge and experience
- Results in more permanent learning because of high degree of cadet participation

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### **DISADVANTAGES**

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- Requires flexible instructor
- Restricts size or group
- Cadets must have some prior knowledge on the topic of discussion

## **GUIDED DISCOVERY**

- The instructor presents a problem or asks a question and then guides the cadets toward a solution or answer. The instructor may give hints, redirect the cadet's approach to the problem, or answer questions as they arise.

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### **USES**

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- To present material that the cadets would be able to figure out on their own with some assistance
- Review complicated material

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### **ADVANTAGES**

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- Stimulates thinking
- Increases understanding
- Gives cadets a chance to find answers themselves
- Presents a challenge
- Increases participation

---

### **DISADVANTAGES**

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- Can be time consuming
- Requires direction

## **PROBLEM-SOLVING**

- Instructor gives the cadets a problem to solve or an exercise, and they are left to solve it by discussion in groups or on their own.

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### **USES**

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- To apply theoretical learning to practical situations

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### **ADVANTAGES**

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- Increases understanding
- Increases participation
- Presents challenge
- Increases retention of information

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### **DISADVANTAGES**

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- Time consuming
- Requires careful preparation
- Can be frustrating if cadets do not find a solution

## **ROLE-PLAYING**

- Cadets or the instructor assume a role, as a person or object involved in performing a skill.

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### **USES**

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- To illustrate proper procedures or interactions
- Safety procedures
- Allows cadets to visualize verbal explanations
- Increases activity level of lesson

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### **ADVANTAGES**

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- Stimulates thinking
- Creates a fun environment and enhances learning
- Can draw out shyer cadets
- Useful in leadership training

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### **DISADVANTAGES**

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- Can require careful preparation
- Can be time consuming
- Cadets may be shy about participating

## **GAME-PLAYING**

- Cadets play out and practice realistic behaviours in the form of a game.

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### **USES**

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- Reinforce or practice skills that have been performed previously
- Review material
- Increase activity
- Maintain interest in material

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### **ADVANTAGES**

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- Creates a fun environment
- May encourage cadets to put forth effort when a little competition is introduced
- More willing to participate

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### **DISADVANTAGES**

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- Can become overly competitive if taken too seriously
- Cadets may be inhibited about participation
- Instructor must maintain control

So, how do you get your cadets involved? The best way to learn is by doing. In Sea Cadets we try to present our program in the most practical “hands on” way that we can. There are different ways that this can be achieved. Try using the following methods to get your cadets involved.

<b>Methods</b>	<b>Description</b>	<b>Tips</b>
Volunteer Demonstration	<ul style="list-style-type: none"> <li>• Have cadets volunteer to demonstrate a skill</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a safe climate for demonstrations</li> <li>• Thank demonstrators for helping</li> <li>• Encourage experimentation</li> <li>• Use a relaxed, casual atmosphere</li> </ul>
Panel	<ul style="list-style-type: none"> <li>• A panel of 4 or 5 cadets pose questions to an individual or questions are posed to the panel</li> </ul>	<ul style="list-style-type: none"> <li>• Useful for surfacing values and attitudes as well as a source of information</li> </ul>
Debate	<ul style="list-style-type: none"> <li>• Have a pro panel and a con panel and allow questions from an audience</li> <li>• Assists in bringing values and attitudes to the surface</li> </ul>	<ul style="list-style-type: none"> <li>• Requires careful management</li> <li>• If you are losing control, reverse positions and have cadets switch and argue for the opposing view</li> </ul>
Poppers	<ul style="list-style-type: none"> <li>• Pose quick questions and problems to the whole class or small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Get class thinking quickly.</li> <li>• Stimulate discussion and explore issues.</li> </ul>

<b>Methods</b>	<b>Description</b>	<b>Tips</b>
Small Groups	<ul style="list-style-type: none"><li>• Four to six participants together to solve a task, answer a question, develop a demonstration, practice a skill, work on a case study, practice a role play.</li></ul>	<ul style="list-style-type: none"><li>• Variety, gets all students participating.</li></ul>
Fishbowl	<ul style="list-style-type: none"><li>• A small group of four to six sits in a circle and discusses an issue of interest, with the rest of the participants sitting around listening and watching.</li></ul>	<ul style="list-style-type: none"><li>• Allows for expression of opinions, clearing up differences and exploring issues.</li></ul>
Problem List	<ul style="list-style-type: none"><li>• Help the cadets list problems or ideas.</li><li>• Allows all cadets to participate freely.</li></ul>	<ul style="list-style-type: none"><li>• Don't argue or criticize ideas while listing them.</li><li>• Work only to clarify meaning while the cadets do the thinking.</li></ul>

<b>Methods</b>	<b>Description</b>	<b>Tips</b>
Review Mural	<ul style="list-style-type: none"><li>• Use flip chart paper to keep an ongoing pictorial class log for review.</li><li>• Each session is assigned to one or two volunteers. They summarize in a presentation at the beginning of the next session.</li></ul>	<ul style="list-style-type: none"><li>• Relate what happened in the class to real situations.</li><li>• Emphasize practice of what has been learned.</li><li>• Pose questions.</li><li>• Ask group to summarize.</li><li>• Ask one or two people to summarize each session.</li></ul>

## **Drill Lessons**

Conduct of a drill lesson requires using a teaching method of demonstration/participation. Basically, you show the cadet the drill movement and then they try it out. Specifics are as follows:

### **STAGE 1**

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#### **DEMONSTRATION AND WALK-THROUGH**

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1. Demonstrate the complete movement, calling out the time.
2. Demonstrate the first part of the movement.
3. Explain how the first part of the movement is done.
4. Give the division the opportunity to ask questions.

## **STAGE 2**

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### **PRACTICE COMPLETE MOVEMENT**

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5. Practice the division on the first movement if required:
  - a. collectively;
  - b. individually; and
  - c. collectively.
6. Teach the second and each subsequent movement following the sequence described above.
7. Give two complete and final demonstrations.
8. Practice the complete movement, with the instructor calling the time.
9. Practice the complete movement, with the cadets calling the time.
10. Practice the complete movement, with the cadets judging the time.

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### **INSTRUCTOR'S APPEARANCE AND BEARING**

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Since example is imitated, the instructor's appearance and bearing must be of the highest standard. When conducting drill instruction, the instructor shall stand at attention unless it is necessary to demonstrate or to check an individual. The instructor shall execute all movements correctly and smartly.

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### **DEMONSTRATIONS**

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Demonstrations shall be planned so that the division can see the position or movement. All demonstrations shall be correct. Excessive demonstration is a common fault and shall be avoided. Arms drill shall be demonstrated using the appropriate weapon.

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## **CHECKING**

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Constant checking and positive reinforcement is essential for detecting faults and encouraging improvements. An instructor shall not strike or push members of the division. This does not preclude the instructor, without being offensive, from assisting in the correction of a cadet's position.

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## **VOCABULARY**

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Use short, concise words to impress upon the division that the movement 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.

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## **REST PERIODS**

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In the early stages, the cadets should not be kept in any one position long enough to produce strain and fatigue. Periods of drill at the halt shall be interspersed with movements on the march, with or without arms, at appropriate intervals to keep the cadets alert, exercise the muscles, and as a result, produce a high standard of drill.

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## **INSTRUCTOR FAULTS**

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Faults made by an instructor and noted by a superior shall be corrected as soon as possible. The instructor shall not be corrected within earshot or sight of the division.

## **PLANNING A LESSON**

The key to successful instruction is careful planning. The instructor must determine the essential requirements of the training and develop lesson presentations to meet these requirements.

Most of the lessons you will be asked to instruct can be found in cadet publications called the Course Training Plan (CTP) at the corps, or Qualification Standard and Plan (QSP) at the SCSTC. These publications contain the material that is mandatory in the Sea Cadet Program. Optional training material is not covered in CTP's or QSP's.

Within the CTP/QSP you will find lesson specifications (CTP) or enabling objectives (QSP) that specify exactly what it is that you need to teach. Your lesson plan is based upon the material found in the lesson specification/enabling objective.

A lesson plan is a tool used to teach your lesson which ensures that you:

- know your objective;
- are organized;
- select a method of instruction;
- know your resources (training aids);
- stay on time.

So, how do you plan? Use this chart to help you get organized.

<b>Step</b>	<b>Procedure</b>
1. Review	<ul style="list-style-type: none"> <li>• Review the lesson specification/enabling objective (EO) from the CTP/QSP.</li> </ul>
2. The Objective	<ul style="list-style-type: none"> <li>• Determine the lesson objectives from the EO's and teaching points.</li> <li>• State each lesson objective clearly to set scope of lesson.</li> <li>• Write the performance statement conditions and standard for the lesson objective.</li> </ul>
3. Organization	<ul style="list-style-type: none"> <li>• List the teaching points in sequence.</li> <li>• Observe the principles of the teaching/learning process (ICE-PAC).</li> </ul>
4. Teaching Methods	<ul style="list-style-type: none"> <li>• Determine Teaching Methods to be used.</li> <li>• For each section of the lesson, you will have to choose which teaching method is most appropriate. If you choose a method such as a game you will have to plan out how you will run the game.</li> </ul>
5. Resources	<ul style="list-style-type: none"> <li>• Determine training aids and any other materials to be used and ensure they are available.</li> <li>• Ensure the location you have chosen is available.</li> <li>• Identify and inform the cadets what they will need to bring.</li> </ul>

<b>Step</b>	<b>Procedure</b>
6. Time	<ul style="list-style-type: none"><li>• How much time is allotted for this lesson? Often corps' schedules are designed with a rigid time structure in mind, in which case you must have time considerations in the forefront of your mind as you design the lesson</li></ul>
7. Written Lesson Plan	<ul style="list-style-type: none"><li>• Write the lesson plan (explained below)</li></ul>

## Written Lesson Plan

Below is an outline of a Lesson Plan with the content explained. Your corps or SCSTC may have its own standard form. The form is not important but it should be something that you are comfortable using. What is important is the content.

## THE LESSON PLAN

<b>Instructor Name:</b> Your Name	<b>Location:</b> Where the lesson will be	<b>Time:</b> Length of Lesson
<b>Lesson Objective</b>	Write out the lesson objective as this may be different from the performance. Say, for instance, you are assigned to teach how to rig sheers. It cannot be taught in one lesson, therefore it is broken down logically into lessons. Each lesson will have it's own objective.	
<b>Performance</b>	This is important to write out and keep in the forefront so that your lessons do not lose focus and too many extra things are added or not enough to meet the performance.	
<b>Conditions</b>	Write out the conditions from the lesson specification that the cadet will have to do to perform the skill. Include what is given and what is denied and the environment if relevant	
<b>Standard</b>	You may not want to write the standard out in full, as it can be long and detailed. What you should do is thoroughly read and make points regarding the standard	
<b>Teaching Points</b>	These should be supplemented with your own additional teaching points. You are the expert - which points should be included?	

<b>Time</b>	<b>Introduction</b>	<b>Instructor Cues</b>
<b>3 min</b>	<p>The introduction portion of a lesson should capture the cadets' interest and build their motivation to delve into the subject matter. It should take about 10% of the total lesson time.</p> <p><b>What:</b> Write a description of what the cadets will be able to accomplish at the end of the lesson.</p> <p><b>Where:</b> Write out an explanation of how and where the lesson fits into the skill or cadet program.</p> <p><b>Why:</b> An explanation of why is important for the course members to achieve the objectives.</p>	<p>These are points you can make for your own reference. Such as:</p> <ul style="list-style-type: none"><li>• Use model</li><li>• Write on board</li><li>• Ask for questions</li></ul>

<b>Time</b>	<b>Body</b>	<b>Instructor Cues</b>
<b>22 min</b>	<p>The body of a Lesson Plan presents the teaching points divided into a series of stages. Each stage specifies the activities of both the instructor and the cadets. The body of the lesson may take up to 75% of the total lesson time.</p> <ul style="list-style-type: none"> <li>• Introduce stage and lead into your teaching points.</li> <li>• Present each teaching point clearly.</li> <li>• Ensure facts all accurate.</li> <li>• Use the best instructional method for each teaching point.</li> <li>• Use your best training aids.</li> <li>• In a skill stage, most of the cadets' time should be spent practicing and performing the skill (the bulk of cadet training is learning how to do a skill).</li> <li>• Provide practice in a skill lesson.</li> <li>• Confirm learning with questions.</li> </ul>	<p>Ensure understanding here!</p>

<b>Time</b>	<b>Confirmation</b>	<b>Instructor Cues</b>
<b>3 1/2 min</b>	Confirmation of learning 10% of total lesson time this requirement follows from the confirmation principle of the Teaching/Learning Process. The end of the lesson should have some kind of lesson check. Observation of the skill. Written test, based on the lesson objectives and must be brief	Give examples  Bring chart out here!
<b>Time</b>	<b>Conclusion</b>	<b>Instructor Cues</b>
<b>3 min</b>	The conclusion of a Lesson Plan allows for the summary of essential points and links them to the coming lesson and to using the skill in real life  The conclusion may take up to 5% of total lesson time Review the teaching points	

## PRESENTING YOUR LESSON

An instructor may have a well-prepared Lesson Plan and still fail to get the objective across to the course members, not because what was said, but rather because of weakness in the way the material was presented. The effective delivery of the lesson material is of prime importance if the instructor is to gain and hold the attention of the class.



### Nervousness

One problem with the presentation may be in the way of nervousness. Almost every instructor may feel ill at ease during the first few moments of the class but experienced instructors use some of the following techniques and procedures to help them overcome their nervousness and present a more effective lesson.

Do not underestimate the importance of being nervous however, this can motivate an instructor to be prepared!

<b>Factor</b>	<b>Technique/Procedure</b>
Room Layout	<ul style="list-style-type: none"><li>• Before class, familiarize yourself with room layout</li><li>• Ensure that the set-up is optimal for your lesson. Will cadets be able to see and hear you? If you're outside will the cadets be looking into the sun?</li></ul>
Materials	<ul style="list-style-type: none"><li>• Ensure Lesson Plans, notes, handouts, training aids, etc. are all organized prior to start of class</li></ul>
Equipment	<ul style="list-style-type: none"><li>• Ensure all equipment is serviceable and spares available</li></ul>
Practice	<ul style="list-style-type: none"><li>• Spend time running through the whole lesson in advance, using a friend or video camera as an audience</li></ul>
Attitude	<ul style="list-style-type: none"><li>• Have a positive approach to the course</li><li>• Enter the classroom with the knowledge that course members are there to learn</li></ul>
Breathing	<ul style="list-style-type: none"><li>• Take a deep breath prior to speaking to help you relax and slow down</li></ul>

## Being Personable

Students, adult or cadets, do not automatically come alive with interest and enthusiasm when they enter a class. In order to motivate the cadets to become attentive and interested, the instructor must be personable and enthusiastic. There are 3 things you should never be negative about or you will not only lose credibility as a professional and an instructor but you will lose the class's interest.

- **The student** - Never criticize your class or students, especially by saying “Well, this is really hard stuff so I doubt any of you will catch on”.
- **The subject** - Never be negative about your lesson topic. By saying it is too hard to understand or that it is an unimportant topic immediately tells the cadets that they are wasting their time and shouldn't bother listening.
- **Yourself** - Never start by saying “I don't really understand this stuff myself” or “I'm not very good at this. . .” No one wants to learn from someone who doesn't know the skill or material themselves. This is different from being asked a question to which you don't know the answer.

Do you know why Canadians say “eh”? Because we're nice! “Eh” is a politeness marker used to draw people into conversation.

Consider the following suggestions to aid delivery:

<b>Technique</b>	<b>Explanation</b>
Speak conversationally	<ul style="list-style-type: none"><li>• Use everyday words.</li><li>• Have a positive tone in voice.</li><li>• Do not speak down to or condescendingly.</li><li>• Remember your leadership skills - never use sarcasm.</li></ul>
Look at the class	<ul style="list-style-type: none"><li>• Let your gaze wander from cadet to cadet, making eye contact with each.</li><li>• Look directly at a cadet when you speak to him/her.</li></ul>
Show interest in subject	<ul style="list-style-type: none"><li>• Express your personal interest and enthusiasm for subject matter.</li><li>• Vary Speech.</li><li>• Speak loud enough and vary the volume.</li></ul>
Vary the pitch of your voice	<ul style="list-style-type: none"><li>• Speak slowly enough for everyone to understand but vary the rate to maintain interest.</li></ul>

## Using Questions

Of the many techniques available to an instructor, the use of questions is one of the most important. How instructors pose, respond to and time their questions can have a dramatic impact on how well course members learn.

Questions should be thought out in advance, relate to the lesson, and included in the Lesson Plan.

Four reasons for questioning the cadets:

- To stimulate and maintain interest.
- To promote mental activity.
- To guide thinking.
- To evaluate learning.

### ***Stimulate and Maintain Interest***

It is important at the beginning of your lesson. If you can find a good question to get the class interested at the start of the lesson, the cadets will pay attention throughout the class because they will be keen to learn the answer to your question. In addition, you should ask the question so that the cadets must answer based upon what they think. In this way, you draw them into the class even more.

“Based upon your own experience, how do you think you would start a fire?”

### ***Promote Mental Activity***

Questions can keep the cadets alert and their brains actively searching for answers and solutions. Some questions need not be answered immediately, sometimes it is good to let the cadets chew over the possible solutions.

“If the wind blows from the side of the sailboat or amidships, why does the boat go forward instead of the logical direction of sideways?”

## ***Guide Thinking***

Good questions can be used to guide thinking. The instructor can lead the cadets to a correct answer by asking a series of simple questions designed to direct them to a logical solution.

“Now that we have identified the boatswain’s pipe, what do you think it is used for?”

## ***Evaluate Learning***

Questions help the instructor know how the cadets are progressing. It also helps the cadet by pointing out areas that they might not have understood very well.

“Now that we have stripped the rifle, let’s see what we can remember, what is step one . . . . OC Fraser?”

## **Rules for Questions**

One technique is called Pose, Pause, Pounce.

First, ask the question to everyone (Pose). Pause for a couple of seconds to allow the students to formulate an answer, then identify the individual to answer. This gets the entire class thinking because no one knows who will be asked to recite the answer. If you give the name of the student first, before the question, the others may tune themselves out.

Incorrect: “LC Bond, what are the aspects of a professional instructor?”

Correct: “What are the aspects of a professional instructor? . . . (pause) . . . LC Bond?”

What do you do if you don't know the answer to the question?

Never fake it. Don't underestimate the intelligence of your students, they can tell when you don't know the answer and this will destroy your credibility. The next time you do know the answer they won't believe it. Tell the student that it is an excellent question. Tell them you do not know the answer but you will find it. Have the student write down the question and present it to you. During the next lesson, share the answer with the class. You will have gained the respect for your honesty as well as demonstrating that the instructor does not know everything. This will boost their confidence as soon to be instructors.

## **Conclusion**

So, there you have it. All the theory you need to help make you a great instructor. At this point you need to gain some experience instructing. You will be asked to teach a number of practice lessons to help develop your skills as an instructor. Each lesson you teach will progressively become more detailed and technical. Don't forget that you're not expected to be an exceptional instructor yet, and that the more you practice, the easier it becomes.

Let's practice your instructional technique by planning a lesson using the lesson plan form below. Select a simple subject from this handbook that you are comfortable teaching. Good luck!

Instructor Name:	
Location:	
Time:	
Lesson Objective:	
Performance:	
Conditions:	
Standard:	

<p>Teaching Points (including intro, body, confirmation, conclusion)</p>	
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## CHAPTER NINE

### PERFORMANCE OBJECTIVE 409

## OUTDOOR ADVENTURE TRAINING

Who can resist the lure of an outdoor adventure training weekend? Fresh air, back to nature, living off the land, and the wide open skies continue to ensure the popularity of these exercises for Sea Cadets. By the time you reach Phase IV, you know how much fun these weekends can be.



In Phase III, you were tested on your leadership ability by completing tasks that were assigned to you on an outdoor adventure training weekend. In Phase IV, you are given the opportunity on these weekends to practice your instructional technique. You should be fairly comfortable with the outdoor adventure training material by now and ready to get some practice teaching.

There are three periods still scheduled during regular parade nights for organization and preparation for an outdoor adventure training weekend. You will probably be asked to help with the following during these periods:

- Preparing operations orders
- Organizing the nominal roll
- Calculating rations
- Calculating equipment requirements
- Preparing a kit list for the cadets
- Presenting the briefing prior to departure
- Demonstrating appropriate kit to bring
- Assist in the reconnaissance
- Organizing activities for the weekend
- Instructing suitable lessons appropriate to the theme of your adventure training weekend
- Setting up a duty watch/fire picket
- Collecting data or completing a critique to be used during a debrief of the weekend

## **Methods of Instructing in the Field**

Outdoor adventure training weekends are the perfect opportunity to practice different methods of instruction. We all know how boring it can be to sit in a classroom and listen to someone lecture at you, so here's your chance to make your lessons as creative, interesting and as participative as possible.

Remember that the Sea Cadet Program is a "hands on" program which encourages as much "learn by doing" as possible. If you were teaching a class on how to build a fire would you lecture them, or have them read a book? Of course not. The best way to learn how to build a fire is to build a fire.

Did you know that Halifax was almost destroyed by an explosion in 1917? Two ships collided, one of them an ammunition ship that blew up from the resulting fire. The cataclysm leveled much of Halifax: 1,635 died and more than 9,000 were injured.

Let's quickly review the methods of instruction:

- Discussion method
- Guided discovery
- Problem-solving
- Role-playing
- Game-playing

If you were asked to teach a lesson, which methods could you use for the following?

- Camp routine
- Personal clothing and equipment
- Personal hygiene
- Clothing and equipment maintenance
- Survival kits
- Environmental concerns
- How to pitch a tent
- Backpacks

There are many different ways that you could teach the lesson. Let's pick one subject, Survival Kits, and apply the different methods of instruction.

Discussion Method	<ul style="list-style-type: none"><li>• Present your class with the problem that a survival kit has to be assembled for an outdoor adventure training weekend.</li><li>• Facilitate a discussion on what should go into the survival kit.</li><li>• Encourage imaginative solutions .</li><li>• Draw the group's ideas into some sort of conclusion.</li></ul>
Guided Discovery	<ul style="list-style-type: none"><li>• Present the question “what do you think should go into a survival kit on an outdoor adventure training weekend?”</li><li>• The cadets should be able to figure out the items with your assistance.</li></ul>
Problem-Solving	<ul style="list-style-type: none"><li>• Give the cadets the problem i.e. “what do you need to survive in the bush?”</li><li>• Can be done in a group or on their own.</li><li>• Encourage applying theoretical learning to practical situations.</li></ul>
Role-Playing	<ul style="list-style-type: none"><li>• Use a situation where cadets must list items needed for a survival weekend.</li><li>• Make sure cadets are comfortable with their assigned role.</li></ul>
Game-Playing	<ul style="list-style-type: none"><li>• Try using a game, such as charades, for acting out the items needed in a survival kit.</li><li>• Encourage participation and have fun!</li></ul>

You can see how the same class can be taught in many different ways. Use your imagination with the methods listed here or develop your own ideas. The type of method doesn't matter. What is important is that you are comfortable with the method and that the objective of the lesson is met.



### **SAFETY SENSE**

- Follow safety and fire orders.
- Wear protective clothing and footwear.
- Practice good personal hygiene.
- **STOP, THINK, OBSERVE, and PLAN** in an emergency.
- Carry a survival kit.

## Conclusion

Outdoor adventure training weekends remain an excellent venue to practice your instructional technique, not to mention that they are also a lot of fun! This is your opportunity to gain valuable teaching experience and ensure that junior cadets learn the necessary skills for living on the land.

Select one of the subjects below and explain how it could be taught using the different methods of instruction:

- Camp routine
- Personal clothing and equipment
- Personal hygiene
- Clothing and equipment maintenance
- Environmental concerns
- How to pitch a tent
- Backpacks

Lesson to be taught: \_\_\_\_\_

## **CHAPTER TEN**

### **PERFORMANCE OBJECTIVE 410**

#### **PHYSICAL FITNESS**

Most young people enjoy an active lifestyle. As a Phase IV cadet, you know that one of the three aims of the Sea Cadet Program is:

- To promote physical fitness

By using this program, we promote physical fitness and encourage youth to live a healthy and active lifestyle. There are many benefits to being physically active and, by now, you should fully realize the value of these benefits:

- A positive use of free time . . . FUN!
- Makes you feel better
- Increased independence, especially for people with disabilities and older adults
- Increased opportunities for socializing
- Increased opportunities to learn new activities
- Stronger and more flexible muscles
- Increased energy
- Improved posture
- Sounder sleep
- Stress reduction
- Improved balance/coordination
- Improved digestion

- Maintenance or improvement of body weight and composition
- More efficient heart and increased lung capacity
- Improved academic performance



## **Active Living. Your Way. Every Day.**

Active living means . . .

- Valuing physical activity and making it a part of your day.
- Doing activities you find satisfying and fun.
- Being active in ways that suit your routine and your body.

## **Physical Fitness Level**

By now you will have completed three years of this program and be completely familiar with the goals and objectives. You know that the Challenge begins with an assessment of your physical fitness level, including:

- Push-ups
- Partial curl-ups
- Flexibility
- Aerobic endurance

## PHYSICAL FITNESS ASSESSMENT FORM

**Name:**

<b>MEASUREMENT</b>	<b>ASSESSMENT DATE</b>	<b>REASSESSMENT DATE</b>
<b>Resting Heart Rate</b>		
<b>Cardiovascular Endurance</b>		
<b>Muscular Strength Upper Body: Push-ups</b>		
<b>Muscular Strength Abdominal: Curl-ups</b>		
<b>Trunk Forward Flexion</b>		

What are the activities that you participate in now on a weekly basis?

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Do you feel you lead an active lifestyle?

## Physical Fitness Goals

This assessment gives you a starting point to work from. There is no standard you have to achieve or test you have to pass. It is simply for your knowledge. From here, you will set your own physical fitness goals, by answering the following questions:

- What I want to get out of this program is . . .
- What I'm willing to do to reach my goal is . . .
- What will have to change is . . .
- How I will measure my progress is . . .
- I am setting the following goals for myself . . .

### *Personal Activity Program*

You can now set up your own Personal Activity Program. Decide which activities you will do each day of the week. Your corps will help you set up your program but it is up to you to complete an activity each day. You can use the activities listed, or come up with your own ideas. The important thing is to do something you want to do.

## **Aerobic Endurance**

Brisk walking

Running

Cycling

Skating

Cross-country skiing

Skateboarding

Non-stop activity play

Hiking

Jumping rope

Soccer

Basketball

Ice hockey

Field hockey

Swimming

Dancing

Snowshoeing

Marching

Wheeling

## **Muscular Strength**

Weightlifting (power)

Shot-put

Long jump

Pole-vaulting

Hammer throw

Javelin

High jump

Ski jump

Martial arts

## **Muscular Endurance**

Sailboarding

Kayaking

Canoeing

Rowing

Tennis

Weight training

Baseball

Sit-ups and push-ups

Volleyball

Football

Gymnastics

Downhill skiing

Badminton

Squash

Softball

Table tennis

Goal ball

## **Flexibility**

Dancing

Rhythmic gymnastics

Cool-down movements

Figure skating

Yoga or stretching exercises

Gymnastics

Warm-up movements

Diving

Synchronized swimming

## **Corps Fitness Monitoring System**

As a Petty Officer 2nd Class, you will also be expected to help run the Fitness Program at the corps for Phase I and II cadets. You will probably be asked to help run one of the four fitness activities planned for the year. Be creative and don't be afraid to make suggestions as to the type of activity the corps participates in. The main objective is to have fun!

### **Participate in Physical Activities**

Organizing physical activities is an important aspect of Sea Cadets. Your involvement will enhance the corps fitness program in many ways:

- It will encourage continued participation by senior cadets not taking the LHQ mandatory program.
- It may encourage younger cadets to continue their active lifestyle in order to participate some day in the senior sports competition.
- It will create healthy competition amongst the cadets.
- It will add a needed challenge to the senior physical portion of the LHQ.

Your role is vital in setting an example through participation and organization. By now, living a healthy and active lifestyle should be second nature and becoming a role model for junior cadets an easy transition.

## Conclusion

Active living is a way of life in which physical activity is valued and integrated into daily living. It is an entire physical activity experience that engages the “whole” person . . .

- Mentally - through concentration and intensity while learning new skills.
- Emotionally - through the confidence that comes from enjoying established skills.
- Socially - through associating with others.
- Spiritually - through satisfaction, contentment, even a sense of inner peace.

This program contributes to individual well being, not just through the “experience of the moment” but through the knowledge, skills, level of fitness, and feelings of self-esteem that develop over time. Your positive attitude and participation sets an example that is noticed by junior cadets, and ensures the ongoing success of the program.

As in Phase I, II and III, you are required to set goals for yourself, using this program. Fill in the blanks in the following:

1. What I want to get out of this program is . . .

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2. What I'm willing to do to reach my goal is . . .

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3. What will have to change is . . .

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4. How I will measure my progress is . . .

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5. I am setting the following goals for myself . . .

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MEASUREMENT	PRESENT	GOAL	GOAL
Resting Heart Rate			
Cardiovascular Endurance			
Muscular Strength: Upper Body (push-ups) Abdominal (curl-ups) Trunk Forward Flexion			

6. Set up your own Personal Activity Program below:

DAY	PHYSICAL ACTIVITY
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

## **CHAPTER ELEVEN**

### **PERFORMANCE OBJECTIVE 411**

## **CANADIAN CITIZENSHIP**

Well, you've finally arrived at the last chapter of the last phase of your formal Sea Cadet training at the corps. Think about what you were like when you first started. The whole program probably seemed so strange and overwhelming. You have worked hard and grown from an inexperienced new cadet into a confident, mature and knowledgeable senior cadet.

### **Community Service**

You don't need to be told that part of being a good Sea Cadet means being a good citizen. Helping people should be second nature by now. Think about the first of the three aims of the Sea Cadet Program:

- Develop in youth the attributes of good citizenship and leadership

Do you feel that the program has made you a good citizen and leader? This aim is put to task in phase IV. You are still expected to perform four hours of community service, but probably in a leadership capacity. You may be asked to help plan, organize, or supervise an activity.

Your experience and support is important in encouraging younger cadets to help out in the community. Remember the good feelings that you get from knowing that you can and have made a difference. Share this with the junior cadets and ensure the values are instilled within them to continue with community service.



What kind of help have you provided to your community over the last few years? Have you lived up to these expectations of being a good Canadian citizen that we set for you in Phase I?

- Be loyal to Canada.
- Obey Canada's laws.
- Respect the rights of others.
- Respect private and public property.
- Care for Canada's heritage.
- Support Canada's ideals.

If you have participated fully in the Sea Cadet Program you should confidently answer "yes!" We have no doubt that you are a good Canadian citizen and we congratulate you on your tremendous achievements, not just as a citizen, but as a valued member of the Royal Canadian Sea Cadets.

Did you know that a brand new flag is flown from the Parliament Buildings in Ottawa everyday?

## **Conclusion**

Finally, congratulations on your wise decision to join Sea Cadets. You now have the knowledge and ability to move confidently into the future. The Sea Cadet Program has given you the tools to set your goals and be the best that you can be at every challenge you encounter. Describe what you have learned from all your Sea Cadet training and how you have become a better citizen as a result of it:

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## **Cadet Records**

The following pages are yours to fill in as you complete your training. Your corps officers will keep their own official separate records. It is not necessary for you to use these pages, but it is a good opportunity to keep track of your accomplishments and follow your progress through the program.

## Awards And Achievements

Awards	Date Received
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### Date of promotion

From \_\_\_\_\_ to \_\_\_\_\_

### Phase Training Officer's signature:

Name: \_\_\_\_\_

## Cadet Progress Card

**Name:** \_\_\_\_\_

### PHASE IV TRAINING

PERFORMANCE OBJECTIVE	PERFORMANCE CHECK COMPLETION DATE
PO 401 Serve within a Sea Cadet Corps	
PO 402 Drill	
PO 405 Naval Knowledge	
PO 406 Seamanship	
PO 407 Leadership	
PO 408 Instructional Technique	
PO 409 Outdoor Adventure Training	
PO 410 Physical Fitness	
PO 411 Canadian Citizenship	
Mandatory Support Sail Weekend	
Mandatory Support Marksmanship Weekend	
Mandatory Support OAT Weekend	
Mandatory Support CO's Weekend	
CHAP Training	

## **RIGHTS AND RESPONSIBILITIES OF CADETS**

### **RIGHTS**

#### **As a cadet I have the right to:**

- be treated fairly and with respect
- belong
- feel safe
- be included
- learn
- seek help
- be heard
- make decisions
- be protected from emotional, physical and sexual abuse and all forms of harassment
- use the law
- say "No" to unwelcome behaviour

### **RESPONSIBILITIES**

#### **As a cadet I have the responsibility to:**

- treat others with respect
- not exclude anyone
- help protect others
- respect personal boundaries;  
honour "No's"
- tell the truth
- listen
- not dominate others
- not misuse my power
- control my anger
- not harass anyone
- not abuse anyone
- get help if I need it

**KIDS HELP LINE 1-800-668-6868**

**DND CF HARASSMENT HELP LINE 1-800-290-1019**



[www.cadets.dnd.ca](http://www.cadets.dnd.ca)

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