EO C123.03 – PARTICIPATE IN A SEMAPHORE EXERCISE

1. **Performance:** Participate in a Semaphore Exercise

2. **Conditions:**

   a. Given:

      (1) Semaphore code handout,

      (2) Paper supplies to create sets of semaphore flags,

      (3) Supervision, and

      (4) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.

3. **Standard:** The cadet shall participate in a semaphore exercise, to include:

   a. creating semaphore flags;

   b. practicing using semaphore code; and

   c. calling and answering semaphore messages.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define semaphore.	Interactive Lecture	5 min	A1-008 (p. 264)
TP2	Have the cadets create semaphore flags.	In-Class Activity	30 min	
TP3	Demonstrate semaphore code.	Demonstration	10 min	C1-003 (pp. 357 and 359, p. 349)
TP4	Conduct an activity to allow cadets to practice semaphore. Split the code into the following sections: a. alpha – golf, b. hotel - november, c. oscar – sierra, d. tango – victor, e. whiskey – zulu, and f. direction sign, error sign, break sign and numeral sign.	Demonstration and Performance	60 min	C1-003 (pp. 357 and 359, p. 349)
TP5	Demonstrate and have cadets practice calling and answering semaphore messages.	Demonstration and Performance	30 min	

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5. **Time:**

a.	Introduction / Conclusion:	15 min
b.	Interactive Lecture:	5 min
c.	In-Class Activity:	30 min
d.	Demonstration:	10 min
e.	Demonstration and Performance:	90 min
f.	Total:	150 min

6. **Substantiation:**

a. An interactive lecture was chosen for TP 1 to orient the cadets to the phonetic alphabet.

b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.

c. A demonstration was chosen for TPs 3 as it allows the instructor to explain and demonstrate the proper way to perform semaphore.

d. A demonstration and performance was chosen for TP 4 and 5 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

a. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

b. C1-00 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

a. Flag diagram (Annex A to the Instructional Guide),

b. Diagram of semaphore code (Annex B to the Instructional Guide),

c. Scissors, and

d. Pencil crayons or markers.

9. **Learning Aids:**

a. Flag diagram (Annex A to the Instructional Guide),

b. Diagram of semaphore code (Annex B to the Instructional Guide),

c. Paper,

d. Scissors, and

e. Pencil crayons or markers for colouring the flags.

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10. **Test Details:** Nil.

11. **Remarks:**

    a. It is suggested that the phonetic alphabet be taught before semaphore. Cadets can work in pairs and practice signalling to each other.

    b. The following websites were consulted when developing this lesson:

        (1) www.navy.gc.ca/mspa_youth /youth_sc_intro_e.asp;

        (2) www.anbg.gov.au/images/flags/misc/semaphore.gif; and

        (3) www.navy.forces.gc.ca/mspa_youth_sc_sema2_e.asp.

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