

COMMON TRAINING

PHASE THREE

INSTRUCTIONAL GUIDE

SECTION 11

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

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

Photocopy the Drill Instructional Techniques Assessment Form located at Annex AR for each cadet.

Ensure that all resources requested by the cadets are available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have instructed a 15-minute drill lesson using a written lesson plan and the drill instruction sequence.

IMPORTANCE

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

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Teaching point 1 **Supervise While the Cadets Instruct a 15-Minute Drill Lesson**

Time: 85 min Method: Practical Activity

ACTIVITY

Time: 85 min

OBJECTIVE

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

RESOURCES

Drill Instructional Techniques Assessment Form.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have the cadets provide a copy of their lesson plan to the assessor.
2. Determine the order in which cadets will instruct their lessons.
3. Have one cadet form up the squad for their drill lesson.
4. Have one cadet instruct a 15-minute drill lesson using a written lesson plan and the drill instruction sequence (as prepared in EO C309.05 [Plan a Drill Lesson, Section 10]).
5. Assess the cadet's lesson using the Drill Instructional Techniques Assessment Form.
6. Upon completion of the lesson, provide feedback to the cadet.
7. Repeat Steps 3. to 6. until all cadets have instructed a lesson.



The Drill Instructional Techniques Assessment Form located at Annex AR is used to provide feedback on the cadet's lesson and to introduce the cadet to the type of instructional techniques assessment they will receive in their future phase training. The form is intended solely for the purposes of assessment for learning, providing the cadets with the feedback they need to improve upon their own skills.

8. Debrief the cadets by providing feedback, focusing on:
   a. best practices,
   b. general trends and key areas for improvement, and
   c. re-motivation, highlighting the effort and accomplishments of the group.

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If the group of cadets is large, divide them up into smaller groups and assign other instructors to aid with assessment and feedback.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadet's instructing a 15-minute drill lesson will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

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

INSTRUCTOR NOTES/REMARKS

This EO shall be conducted after EO C309.04 (Identify Formations for Drill Instruction, Section 9) and EO C309.05 (Plan a Drill Lesson, Section 10).

Additional time may be required for class sizes greater than five cadets.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director Heritage and History 3-2 (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.

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PRINCIPLES OF INSTRUCTION INFORMATION SHEETS

INTEREST

Cadets are more receptive to learning when they are curious and have an emotional connection to a topic. The instructor must arouse, create and maintain the interest of the cadets. Without interest, the cadets will be less inclined to listen and will not learn.

- **Principle.** People learn when they are interested in the material or skill.
- **Action.** Instructors must arouse, create and maintain the cadets' interest. The instructor should employ imaginative means to keep curiosity, while taking into account experience and interests.

Ensure Interest	Technique
Information	Inform the cadets why they are learning the skill or knowledge. Explain all of the benefits of this new knowledge or skill.
Enthusiasm	Show enthusiasm. Smile and have fun. Make eye contact. Vary the pitch, resonance, articulation, speed, volume, inflection and rhythm of your speech.
Variety	Use more than one instructor. Use verbal support to back up a statement or to clarify an idea. Use a variety of different training aids. Try different teaching methods.
Realism	Try a different location for your class. If you are teaching wind direction for sailing, go outside and feel the wind.
Participation	Involve the cadets by asking questions. Ensure cadets participate early in a skill lesson. Use speed and/or ability competitions or games to reinforce learning.

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COMPREHENSION

Comprehension or understanding relates to the cadet's ability to understand the material taught. The cadets' readiness to learn new material is influenced by what has previously been taught; new content should not exceed the knowledge level of the cadets. If the cadets do not understand, they are unable to learn.

- **Principle.** People learn when instruction starts at their level of understanding and proceeds at the rate of their comprehension.
- **Action.** Instructors must determine the cadet's level of knowledge and only progress with new material when the cadets have full understanding of the material previously taught.

Ensure Comprehension	Technique
Research	Examine the Qualification Standard and Plan (QSP) to determine what material the cadets have already been taught.
Plan	Organize lesson material in a logical order. Proceed from the known to the unknown. Move from simple material to the more difficult.
Question	Ask review questions at the start of the lesson to determine the level of understanding. Continue to ask questions throughout the lesson to ensure understanding. Assure cadets early in the lesson that questions are welcome.
Observe	Watch for expressions of body language that may indicate difficulty with parts of the lesson. Observe cadets when they practice a skill and correct error as they occur.

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EMPHASIS

During a period of instruction there will be some information, which may be of particular importance. The instructor can emphasize this important information through the use of voice control, training aids and in-class activities.

- **Principle.** People retain more important information when the instructor uses repetition and emphasis.
- **Action.** Instructors must stress essential points.

Ensure Emphasis	Technique
Process	Teach the material step by step. Re-cap each area (stress key points). Have the cadets take notes.
In-Class Review	Review the key points from the past lesson. Repeat the key points during the lesson.
Reinforcement	For a knowledge lesson, ask questions on the key points. For a skill lesson, allow sufficient practice time for the cadets to ask questions and receive corrective action. Do not over demonstrate. Try saying “This is important, remember it.” Use verbal support by giving examples, to include: • comparisons, • reasons, • restatement and repetition, • examples, • statistics, and • testimonials. Use training aids.
Post Lesson	Distribute handouts covering key points.

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PARTICIPATION

Cadets are more likely to retain information if they are both mentally and physically involved in learning. The instructor should conduct activities that contain action, activity and excitement. Cadets learn by doing.

- **Principle.** People learn best when they have an opportunity to participate actively in the learning process. People learn by doing.
- **Action.** The instructor creates class participation in the form of a physical or mental activity.

Ensure Participation in a Knowledge Lesson	Technique
Involvement	Ask open-ended questions that will encourage individual thought and generate a discussion.
Group Work	Select teaching methods that allow the cadets to share ideas and knowledge.
Learning Activity	Organize teaching points to contain such things as: • puzzles, • crosswords, • trivia games, • board games, • word searches, • discussions, • case studies, • competitions, • experiments, or • problem solving.
Application	Allow the cadets to apply the knowledge through case studies and problem-based learning.

Ensure Participation in a Skill Lesson	Technique
Involvement	Ensure early involvement by cadets. Have as many cadets as possible working on the skills at the same time.
Practice	Ensure ample practice time. Maintain close supervision during practice

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Ensure Participation in a Skill Lesson	Technique
Detection and Correction	Be aware of commonly made errors while practicing a new skill. Observe cadets closely when they practice a skill. Correct errors as they occur. Correct one error at a time.
Competition	Allow the cadets to practice new skills by conducting friendly competitions and contests.

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ACCOMPLISHMENT

The lesson must impart a sense of accomplishment to each cadet. The cadets should leave the class with the satisfaction that they were able to achieve something in the lesson.

- **Principle.** People learn most effectively when their performance results in a sense of accomplishment.
- **Action.** The instructor must tell the cadets what they are doing well and what needs improvement. The objective is to offer feedback that will reinforce desired performance and correct undesired performance.

Ensure Accomplishment	Technique
Expectations	Inform cadets of the lesson objectives. Ensure the cadets understand what will be expected of them at the end of the lesson.
Learner Satisfaction	Explain lessons clearly using simple words. The cadets will learn easily creating fulfillment.
Learner Responsibility	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.
Encouragement	Reassure cadets that they will be successful. Compliment cadets on work that is well done.
Perseverance	Encourage cadets who may be having difficulty. Allow cadets to practice skills they have difficulty with. Offer extra help if necessary.

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CONFIRMATION

Confirmation is an essential part of learning and instructing. It gives both the instructor and the cadet the opportunity to see how well the information is understood.

- **Principle.** Confirm that learning has occurred and knowledge has been retained.
- **Action.** Instructors must confirm that the cadets' learning meets established standards and ensure that the skills can be performed safely and competently.

Ensure Confirmation	Technique
Practice	Observe as the cadets practice the skills.
Exercise	Have the cadets perform the skill. If you are teaching cadets how to pipe the still, listen to each cadet perform the pipe. Anyone who cannot do it may need extra instruction. Provide exercises or guide discussions that stress the key points of the lesson.
Questions	Ask questions at the end of the lesson to assess how well the cadets are learning. Listen carefully to the cadets' answers. You may be able to identify weak areas that may need to be re-taught.
Assignments	Review assignments completed outside class to determine the extent of learning.
Tests	Conduct confirmation for teaching points and enabling checks. This will also reinforce learning.
Observations	Note and provide feedback on cadet behaviour.

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PRINCIPLES OF INSTRUCTION WORKSHEETS



NAME OF PRINCIPLE: Interest.

TOPIC: How to eat an apple.

TECHNIQUES FOR APPLYING THE PRINCIPLE TO THIS TOPIC:

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PRINCIPLES OF INSTRUCTION Worksheet

NAME OF PRINCIPLE: Comprehension.

TOPIC: How to tie a shoe.

TECHNIQUES FOR APPLYING THE PRINCIPLE TO THIS TOPIC:

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PRINCIPLES OF INSTRUCTION Worksheet

NAME OF PRINCIPLE: Emphasis.

TOPIC: How to cross the street.

TECHNIQUES FOR APPLYING THE PRINCIPLE TO THIS TOPIC:

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PRINCIPLES OF INSTRUCTION Worksheet

NAME OF PRINCIPLE: Participation.

TOPIC: How to walk down the stairs.

TECHNIQUES FOR APPLYING THE PRINCIPLE TO THIS TOPIC:

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PRINCIPLES OF INSTRUCTION Worksheet

NAME OF PRINCIPLE: Accomplishment.

TOPIC: How to work a zipper.

TECHNIQUES FOR APPLYING THE PRINCIPLE TO THIS TOPIC:

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PRINCIPLES OF INSTRUCTION Worksheet

NAME OF PRINCIPLE: Confirmation.

TOPIC: How to throw a ball.

TECHNIQUES FOR APPLYING THE PRINCIPLE TO THIS TOPIC:

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METHODS OF INSTRUCTION

INTERACTIVE LECTURE

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Interactive lecture is an instructor-driven method, which combines both lecture and interaction to meet lesson objectives. The lecture portions of the lesson are offset with relevant activities such as videos with discussion, games, learning stations, brainstorming, debating, group work or the completion of handouts.	Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points. Prepare participatory questions to encourage cadet participation. Prepare evaluative questions for confirmation of teaching points. Obtain or develop training aids to clarify main points. Prepare an in-class activity to avoid lecturing too long. Practice delivering the material.	Interactive lectures can be used with different sizes of groups to: • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; • illustrate the application of rules, principles or concepts; or • introduce a demonstration, discussion or performance.	Begin the lesson and each new TP with an attention-getter. Use presentation aids such as: • flip chart, • whiteboard, and/or • electronic media. Pay attention to signals of alertness, such as: • cadets' facial expressions, and • cadets' body language. Deal with alertness problems by: • asking for questions; and • posing questions to the group. Use visual training aids at opportune moments. Integrate interesting facts with lesson material to maintain interest. Use participatory questions or a short activity to avoid lecturing too long. Use questions to confirm each teaching point. Confirm the lesson using questions or an activity.

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DEMONSTRATION AND PERFORMANCE

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Demonstration and Performance During demonstration and performance the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. **Demonstration Method** A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and explains why, where and when it is done. **Performance Method** A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Break the task down into smaller sequential steps. Practice the lesson to ensure that steps are accurate and clear. Prepare a handout outlining the steps, if necessary. Organize the training area so that all cadets can: • see the demonstration, and • perform the task.	**Demonstration Method** Demonstration can be used to: • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; • set standards of workmanship; • explain a theory or concept; or • teach safety procedures. **Performance Method** Performance can be used to: • teach hands-on operations or procedures; • teach operation or functioning of equipment; • teach team skills; or • teach safety procedures.	Introduce the lesson by demonstrating what the cadets will be able to do at the end. Explain where the skill can be applied and why it is important. Provide a handout outlining the steps if the process is complex. Explain and demonstrate each step in a sequential manner. Allow cadets maximum time to practice the steps as soon as possible. Positively reinforce everything the cadets do correctly. Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary. Have cadets perform the skill as confirmation. Encourage the cadets to practice beyond class time.

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IN-CLASS ACTIVITY

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. In-class activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. Examples of in-class activities include learning stations, videos, brainstorming, debating, and group work.	Create an activity that involves all cadets, which can be conducted within the time allocated. Clearly specify the objective of the activity. Obtain all materials necessary to complete the activity. Write out specific instructions describing what participants are supposed to do. Write out specific directions for conducting the activity. Arrange for assisting staff, if necessary, to help conduct the activity. Prepare handouts for cadets containing background information. Organize the training area into work/learning stations.	An in-class activity can be used for both knowledge and skill lessons to: • reinforce instructional objectives; • introduce a subject and generate interest; • present background information; • give direction on procedures; • introduce a demonstration, discussion or performance; • illustrate the application of rules, principles or concepts; • to create interactivity during a lecture; or • to review, clarify or summarize information.	Introduce the activity to the whole group. Brief participants on what will be expected of them. Stress timings. Ensure all resources are available. Begin the activity. Supervise and assist the groups as required. Conclude the activity. Confirm the TP or lesson. Debrief the cadets.

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PRACTICAL ACTIVITY

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Organize the training area so that all cadets will have space to perform the task safely. Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages. Prepare a handout outlining the steps, if necessary. Arrange for assisting staff, if necessary. Divide cadets into small groups.	The objective of the practical activity method is to reinforce and practice instructional topics or to introduce the cadets to new experiences. If it is used to teach new material it must be combined with other methods to ensure cadets have the necessary background information to complete the activity. The practical activity method can be used to: • carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • introduce a subject; • teach manipulative operations; • teach procedures; • teach troubleshooting; • illustrate principles; • teach equipment operation; or • teach safety.	Review background information. Distribute the handout, if necessary. Introduce the activity to the group. Stress safety. Brief the cadets on what they will be expected to do. Brief assisting staff on what they will be expected to do. Begin the activity. Supervise the cadets and provide assistance, if necessary. Watch for safety infractions and stop the activity, if necessary. Conclude the activity. Debrief the cadets.

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GAME

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through a challenging activity that allows for skill practice or knowledge confirmation.	Develop a simple game with the following characteristics: • fast to play, • easy and quick to organize, • has few rules, • uses minimal equipment, and • involves maximum participation. If possible use variations of games cadets know from childhood or television. Determine the following when developing the rules of the game: • individual or team play, • how to change leaders, • what the leader will do, • what the followers will do, • timings for the game, • how to signal the start and stop of the game, • how to ensure safety. Obtain the resources needed to play the game. Organize the training area to play the game.	Games create variety and arouse interest but must also support learning. Games can be used to: • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • develop strategies and tactics; • carry out an application; • demonstrate a process; • practice interpersonal skills; and/or • confirm learning	Brief the cadets on the following: • the objective of the game, and • rules of the game. Play the game. Supervise closely to: • ensure that the game is played in the manner expected; • ensure that the game is played safely; and • ensure maximum participation. End the game. Debrief the cadets.

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FIELD TRIP

Description	Pre-Lesson Preparation	Typical Applications	Lesson Development
Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples include trips to areas of local interest, flying/gliding, hiking and/or sailing.	Specify the objective(s) of the field trip. Determine the time and location of the field trip. Obtain necessary authorizations. Determine the timings. Determine the activities or demonstrations needed to achieve the objectives. Determine if trained personnel will be available to assist. Arrange the following, if necessary: • transportation, • supervision, and • meals. Determine if the cadets will be allowed to use equipment or participate in a training activity. Determine if all cadets can take part at once or if they need to be rotated through. Divide the cadets into groups, if necessary. Ensure safety.	The field trip is used to: • introduce/illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the training situation; or • allow cadets to view operations or equipment that cannot easily be shown in the classroom.	Inform cadets as soon as possible of the following: • time of the field trip, • location of the field trip, and • timings for departure. Brief cadets on the following prior to departure: • objectives of the field trip, • timings and groupings for activities and demonstrations, and • how they will participate during the field trip. During the field trip ensure the following: • the safety of all cadets, • maximum participation, and • the objectives are met. After the field trip: • debrief the cadets; and • confirm that objectives have been met. Express appreciation to the facilitators of the field trip.

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SELECT A METHOD OF INSTRUCTION

Lesson Topic	Method of Instruction	Explanation
Participate in a Discussion on Hygienic Practices During Physical Activity		
Identify the Parts and the Characteristics of the Daisy 853C Air Rifle		
Apply Basic Marksmanship Techniques		
Participate in a Discussion on Phase One Training		
Wear the Sea Cadet Uniform		
Participate in a Discussion of Year One Summer Training Opportunities		
Tie Knots, Bends and Hitches (Reef Knot and Figure of Eight)		
Tie Knots, Bends and Hitches (Round Turn and Two Half Hitches)		
Coil and Heave a Line		
Explore Canadian Naval History		
Discuss Leadership Within a Peer Setting		
Identify Year Two CSTC Training Opportunities		
Recognize Naval Ship’s Traditions		
Reeve Blocks		
Identify the Rank Structure of the Royal Canadian Sea, Army and Air Cadets		

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POSING QUESTIONS SEQUENCE

Question Sequence	Action
Pose the Question	The instructor must ensure that they have the full attention of the class and ask a question that is clearly heard by all.
Pause	The instructor must allow cadets time to think of a response. Do not waste time, but avoid answering the question for the cadets just to break the silence.
Pounce	When using a direct question the instructor must indicate which cadet will answer.
Ponder	The instructor must allow the cadets time to answer fully, listen carefully to the response, confirm the correct response and explain why it is correct. If an answer is incomplete, the instructor must emphasize what is correct and ask a follow-up question to complete the response or simply provide additional information. If an answer is incorrect the instructor must point that out as well, in a manner that does not embarrass the cadet and explain why the answer is incorrect. There may be a need to reword the question to get a better response.
Praise	The instructor must praise all cadets for participating and confirm/summarize all correct responses so as to avoid confusion regarding which responses were correct or incorrect.

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QUESTIONS HANDOUT

Read the short passage to the group and ask them to remember the children's story "Goldilocks and the Three Bears."

Once upon a time there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

Use the questions below to have each cadet use the question posing sequence at least once.

Q. Who do you think lived in the house in the forest?

A. The three bears.

Q. What did Goldilocks first do when she entered the house?

A. She tasted the porridge.

Q. Whose chair did Goldilocks break?

A. Little bear's chair.

Q. Why did Goldilocks go upstairs to the bedroom?

A. She felt tired.

Q. Did Goldilocks ever return to the house in the forest?

A. No.

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POSING QUESTIONS RUBRIC

STANDARD

Effective Questioner: Follows posing questions sequence when asking questions.

PERFORMANCE TASK

Ask a recall question to the group about the children's story, "Goldilocks and the Three Bears" using the posing questions sequence.

Performance Element	Met the Standard (Level 3)	Met the Standard With Difficulty (Level 2)	Did Not Meet the Standard (Level 1)
Pose the question	Had the attention of the group. Asked the question clearly.	Had the attention of the group. Did not ask the question clearly.	Did not get the attention of the group. Did not ask the question carefully.
Pause	Allowed cadets ample time to think of a response. Did not waste time. Did not answer the question for the cadets.	Unsure of how much time to allow for a response.	Allowed too much/too little time for a response. Answered the question for the cadet.
Pounce	Pointed to a cadet.	Had to be told to point to a cadet.	Allowed anyone to answer.
Ponder	Allowed cadet to answer fully. Confirmed correct response. Explained incorrect answer.	Allowed cadet to answer fully. Confirmed correct response after being prompted. Explained incorrect response after being prompted.	Did not allow cadet to answer fully. Did not confirm correct response after being prompted. Did not explain incorrect response after being prompted.
Praise	Ensured all cadets participated. Praised correct response appropriately. Clarified any confusion regarding responses.	Ensured all cadets participated. Had to be prompted to praise correct response. Had to be prompted to clarify confusion regarding responses.	Did not ensure all cadets participated. Failed to praise correct responses. Did not clarify lingering confusion regarding responses.

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POSING QUESTIONS CHECKLIST

Place a check mark in the appropriate box.

Name	Pose the Question			Pause			Pounce			Ponder			Praise		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3

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COMMON INSTRUCTIONAL AIDS



HOW INSTRUCTIONAL AIDS WORK

During the communication process, the brain filters the important pieces of information from the less significant pieces. What is considered to be the most important information is passed to the short-term memory for possible storage into the long-term memory. Instructional aids support learning by highlighting and emphasizing the most important pieces of information for the brain to store in memory.

Instructional aids also:

- attract and hold the cadets' attention;
- involve the two most important senses—sight and sound; and
- help instructors teach more in less time.

CHARACTERISTICS OF INSTRUCTIONAL AIDS

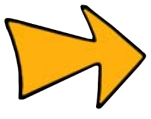
Instructional aids should:

- support the lesson by emphasizing and clarifying important information;
- keep the cadets' attention on the topic;
- contain quality pictures, graphs or text;
- be simple and easy to use; and
- be large enough to be seen and loud enough to be heard.

GUIDELINES FOR USING INSTRUCTIONAL AIDS

During the lesson planning stage the following process can be used to determine if and where instructional aids are necessary:

- clearly establish the lesson objective—the information to be communicated or the task to be accomplished;
- research supporting material to achieve the lesson objective;
- organize the material into a lesson plan; and
- select the important points to be supported by instructional aids.



Instructional aids should be used only if they support learning and should not be made visible until the appropriate time during a lesson so as not to become a distraction.

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VERBAL SUPPORT

Almost all ideas need some sort of clarification, explanation or proof to be understood. If cadets are learning something new, they want proof to support what is being said. The lesson topic, the instructional method, the cadets' background knowledge and the size of the group are factors that determine how much learning support is required.

Verbal support is one type of support instructors use to clarify, prove, illustrate, emphasize or to add variety and interest to information during a lesson. Types of verbal support include:

- **COMPARISONS**

A comparison is a bridge built by the instructor between the known and the unknown. New information can be clarified by pointing out its **similarity** to a familiar topic, idea or situation. A factual comparison clarifies by highlighting how two or more related things are **similar**. For example, a factual comparison is used when the similarities between two or more different classes of ships are highlighted. A contrast clarifies by highlighting how two or more things are **different**. A contrast is used when the **differences** between two or more types of uniforms are highlighted. Figurative comparisons use similes and metaphors to add variety and gain attention. A figurative comparison is used when expressions such as the "ship cut through the water like a knife" or "the ship knifed through the water" are used to indicate the ship's speed.

- **REASONS**

Reasons are logical explanations that satisfy the question "why". Explaining the reason for something often makes it easier for the cadets to accept what is being explained. When instructors cite "safety concerns" as the reason why a task must be completed a certain way, they are using reasons as verbal support.

- **RESTATEMENT AND REPETITION**

Instructors can emphasize main ideas or key points by repeating them. One way to repeat something is to restate it in a different way. Skillful repetition can also persuasively help cadets accept an idea or point of view. Sometimes directions or instructions need to be repeated many times without change for clarity.

- **EXAMPLES**

An example is a specific instance of a general idea used to clarify or simplify information. It should be short and specific and in the cadets' background knowledge so that the cadets can associate new information with something already known.

- **STATISTICS**

Statistics are a summary of numerical information about an event or thing. If properly used, statistics help instructors prove or emphasize main points and create interest in the information. Do not assume, however, that verbal support is being used every time a number or figure is quoted. For example, saying "last year's national budget for cadets was approximately $180 million" is a statement of fact but saying "last year's cadet budget was approximately $3 000.00 for every cadet in Canada" is using statistics to emphasize the point that the cadet budget is large.

- **TESTIMONY**

Testimony is simply using the experiences, words and thoughts of others to emphasize or prove points. Testimonials are believable because they are offered by experts or people with first-hand knowledge. For

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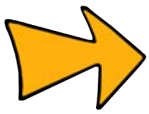
example, simply saying, “the cadet organization offers many advantages to youth” is not as powerful as quoting or hearing from cadets who have gone through the program and realized its benefits.



The acronym **CRREST** can be used to remember the different types of verbal support.

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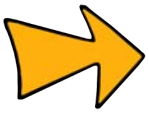
AUDIOVISUAL AIDS

Instructional aids appeal to all five senses. Audiovisual aids are particularly effective because individuals learn and retain over 50 percent of what they both see and hear.

MODELS

A model is a copy of a real object and can be an enlargement, a reduction or the same size as the original. Two types of models are:

- the scale model which is an exact reproduction of the original, and
- the simplified model, which does not represent reality in all details.



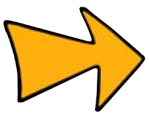
As instructional aids, models are usually more practical than the real object because they are lightweight and easy to manipulate.

Mock-Ups

A mock-up is a three dimensional or specialized type of working model and is used for study, training or testing in place of the real object, which may be too costly, too dangerous or impossible to obtain. The advantage of the mock-up over the real thing is that the mock-up may emphasize the essential elements to be learned by distinguishing them from non-essential elements.

Cut-Aways

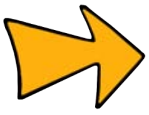
Some models are solid and show only the outline of the object while others can be manipulated or operated. Specialized models, called cut-aways, are built in sections and can be taken apart to reveal an internal structure. Whenever possible, the various parts should be labelled and coloured to clarify relationships.



Production and equipment costs are limiting factors in developing and using models, mock-ups and cut-aways. If a two-dimensional representation will satisfy the instructor’s needs it should be used.

THE REAL OBJECT AND REALISTIC IMAGES

The real object is often the most effective visual aid. To be effectively used the real object should be safe and big enough for everyone to see or small enough and available enough for each cadet to have one. Realistic images, including quality photographs or drawings of the real object, are suitable replacements if the real object cannot be obtained or effectively used.



Realistic images and objects are most effective when they are used after a teaching point has been introduced.

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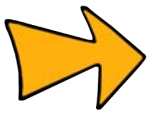
GRAPHICS

Graphics, which include charts, graphs, maps, diagrams, drawings and cartoons, can be used to clarify relationships between concepts or effectively explain a concept that would otherwise require a lengthy description.



Graphics catch the cadets' attention and stimulate thinking by:

- presenting one idea;
- avoiding too many details; and
- using colours, which contrast with the background to emphasize main points.

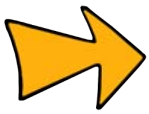
PROJECTED MATERIAL

Projected material includes videotapes, DVDs and slides projected by an overhead projector or computer. Short, high-quality video presentations have become one of the most popular instructional aids.

Passive video, which includes VHS, DVDs and slides, provides motion, colour, sound and in some cases special advanced graphic and animation techniques. The availability, low cost and user-friendly characteristics are important advantages of passive video but instructors should be aware it is often difficult for instructional video to compete with the action-packed entertainment videos and is often considered less exciting and stimulating by cadets. This, in addition to the cadets' often passive viewing style for entertainment videos, can diminish the instructional value of the video.

To increase the value of passive video for instructional purposes, instructors should follow these basic guidelines:

- preview the video to determine the important points and concepts;
- prepare the cadets for viewing the video by stressing what is important to watch; and
- summarize the presentation and answer any questions the cadets may have.

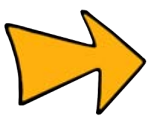


Video presentations are not designed to replace the instructor.

Videotapes and DVDs are generally purchased but slides can easily be developed by hand or by using a computer.

Guidelines for developing slides are:

- illustrate key points;
- use key words or phrases as headers for each slide;
- include a maximum of six words per line and six lines per slide; and
- use lettering large enough to be clearly read from the back of the classroom.



Use of projected materials requires planning and practice. Instructors should set up and adjust the equipment and lighting beforehand and always preview the presentation.

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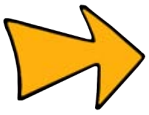
Interactive video refers to software that responds to choices and commands by the user. A typical system consists of a combination of a compact disk and computer with video presentation capability. The software may include image banks of colour photos and graphics as well as questions or directions, which are programmed to create interactivity for students as they progress through the course.



Interactive video solves one of the main problems of passive video in that it increases the cadets' involvement in the learning process. Each cadet receives a customized learning experience.

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Simulators are mechanical or electronic devices that act like the actual equipment or systems and provide the cadets with realistic practice in a safe and controlled environment. They may have various capabilities such as jump, freeze, record and replay which can capture and playback information for instructional feedback. Simulators replicate the real thing at a fraction of the cost.

Some concerns include:

- the need for the provision of background information,
- the requirement for hardware and software maintenance,
- the need for expertise to run the simulator, and
- the need for specialized facilities.

Some of the more commonly recognized simulators include flight simulators, driver training simulators and marine simulators, which simulate normal and emergency situations, which would otherwise be encountered in real life.



Training equipment refers to the use of actual equipment such as boats, air rifles, or gliders for training purposes. The main advantage of this type of aid is that it is the actual piece of equipment or system that the cadet will be expected to use. Despite the benefits of simulators, training is not complete without intensive training in or with the real thing.

Some concerns include:

- the need for subject matter experts,
- the high maintenance costs,
- the need for modifications for instructional purposes, and
- scheduling difficulties caused by external factors such as weather and the availability of the resources.

In short, cadets will only learn to sail, fly or complete an expedition by using a sailboat or glider or travelling to the field.

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SELECT AN INSTRUCTIONAL AID

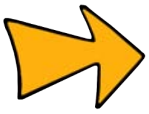
GUIDELINES FOR SELECTING INSTRUCTIONAL AIDS

During the lesson planning stage the following process can be used to determine if and where instructional aids are necessary:

- clearly establish the lesson objective—the information to be communicated or the task to be accomplished;
- research supporting material to achieve the lesson objective;
- organize the material into a lesson plan; and
- select the important points to be supported by instructional aids. Instructional aids are appropriate when:
  - long segments of technical description are necessary;
  - a point is complex and difficult to put into words;
  - instructors find themselves forming visual images; and
  - students are puzzled by an explanation or description.

The selection of instructional aids depends on several factors, which include:

- **Availability.** Which ready-made aids are available? What resources are available to make instructional aids?
- **Facilities.** Does the training area or equipment available allow the instructor to use certain instructional aids?
- **Cost.** Are the instructional aids too expensive to purchase or produce?
- **Class Size.** Does the number of people in the class make the use of the instructional aid practical? Does the instructional aid encourage cadet participation?



Instructional aids should be used only if they support learning and should not be a distraction.

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INSTRUCTIONAL AIDS WORKSHEETS



1. How do instructional aids support learning?

2. In your opinion, what is the most important characteristic of instructional aids?

3. When should instructional aids be used during a lesson?

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VERBAL SUPPORT Worksheet

Match Column A with Column B by placing the correct number from Column B opposite the correct phrase from Column A.

Column A		Column B
a. a bridge between the known and unknown	_____	1. testimony
b. numerical information about an event or thing	_____	2. reasons
c. can be used to persuade the cadets to accept an idea	_____	3. comparison
d. a specific instance of a general idea	_____	4. statistics
e. logical explanations that satisfy the question “why”	_____	5. repetition
f. using the words of others to prove a point	_____	6. example
g. highlighting how two or more things are different	_____	7. contrast

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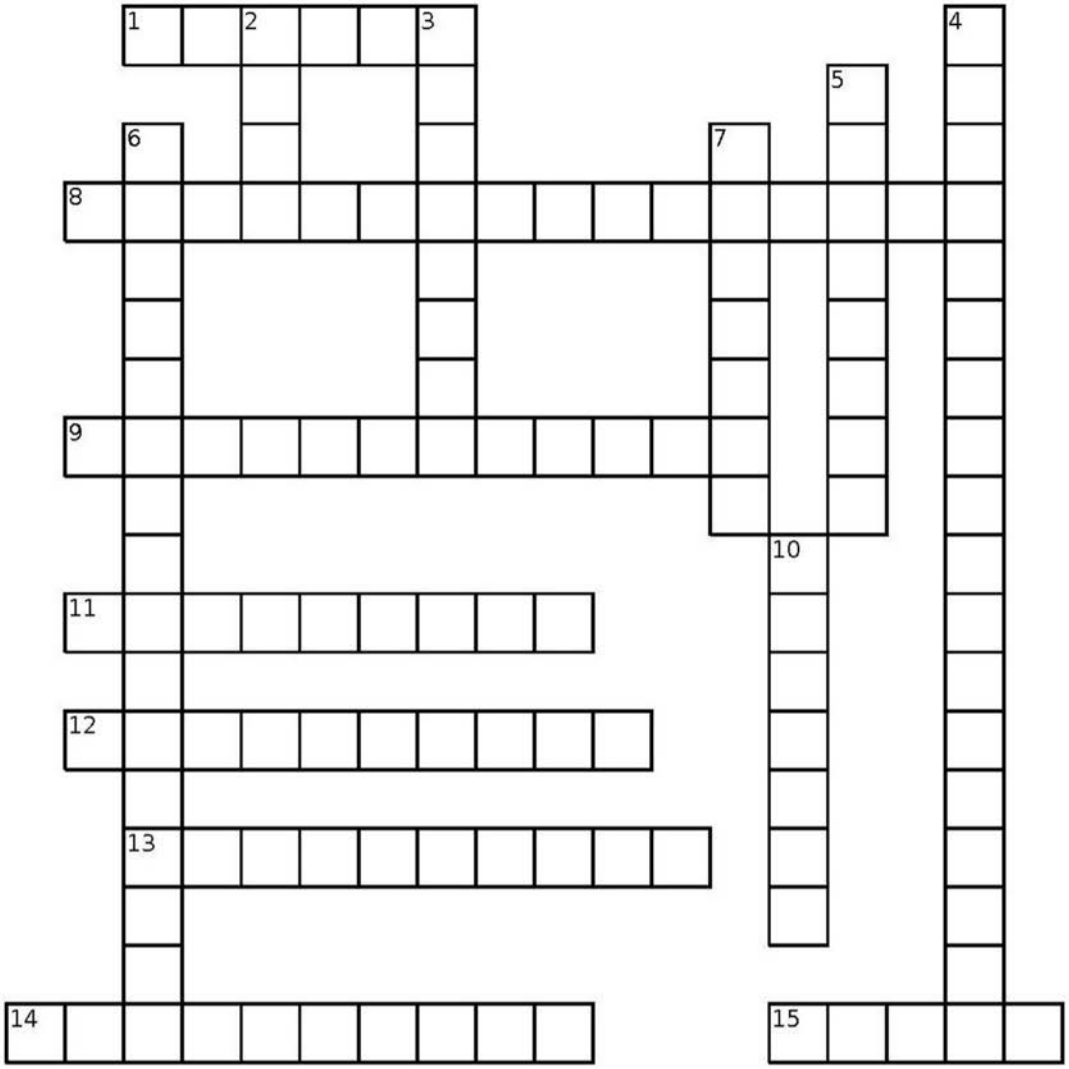
AUDIOVISUAL AIDS

Worksheet

COMPLETE THE CROSSWORD PUZZLE.



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CROSSWORD PUZZLE CLUES

ACROSS

1. a specialized type of working model (2 words)
8. appeals to all five senses (2 words)
9. video, which lacks cadet involvement (2 words)
11. one type of projected material (2 words)
12. the most effective visual aid (2 words)
13. video presentations should not replace the ...
14. an example of a realistic image
15. copy of the real object

DOWN

2. a limiting factor in developing models
3. use of projected material requires planning and ...
4. instructional aids are most effective when they are ... (5 words)
5. can effectively replace a lengthy explanation
6. software that responds quickly to commands (2 words)
7. an example of a graphic instructional aid
10. a model that can be taken apart (2 words)

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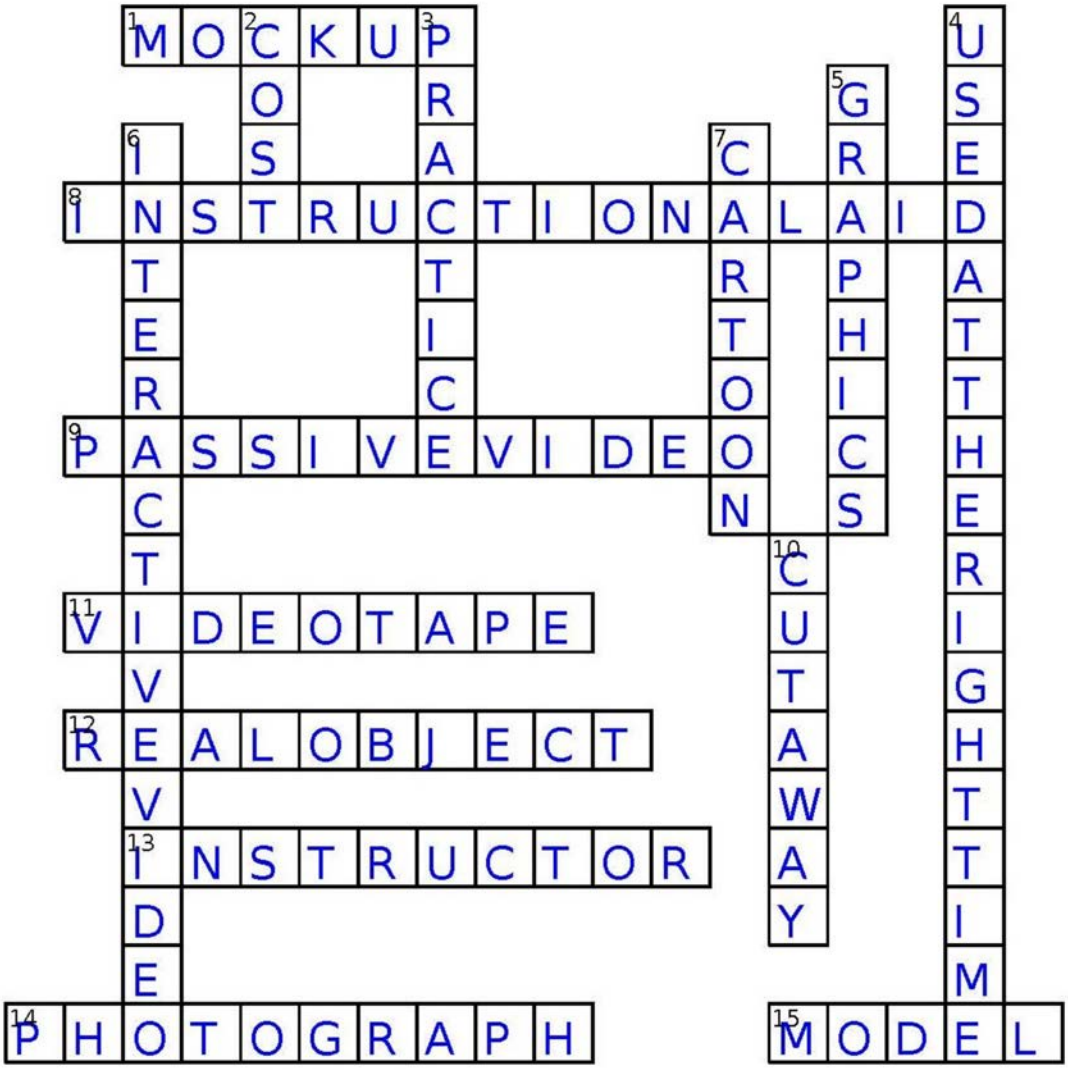
ANSWER KEY



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SIMULATORS AND TRAINING EQUIPMENT Worksheet

1. What do simulators provide the cadets?

2. List four concerns about simulators.

3. What is the main advantage of training equipment as an instructional aid?

4. List four concerns about training equipment.

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SELECT AN INSTRUCTIONAL AID Worksheet

Using the "Select an Instructional Aid" information sheet, select an instructional aid you would consider appropriate for each of the topics listed below.

Lesson Topic	Type of Instructional Aid
Participate in a Discussion on Hygienic Practices During Physical Activity	
Identify the Parts and the Characteristics of the Daisy 853C Air Rifle	
Apply Basic Marksmanship Techniques	
Participate in a Discussion on Phase One Training	
Wear the Sea Cadet Uniform	
Participate in a Discussion of Year One Summer Training Opportunities	
Tie Knots, Bends and Hitches (Reef Knot and Figure of Eight)	
Tie Knots, Bends and Hitches (Round Turn and Two Half Hitches)	
Coil and Heave a Line	
Explore Canadian Naval History	
Discuss Leadership Within a Peer Setting	
Identify Year Two CSTC Training Opportunities	
Recognize Naval Ship's Traditions	
Reeve Blocks	
Identify the Rank Structure of the Royal Canadian Sea, Army and Air Cadets	

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LESSON SPECIFICATION AND INSTRUCTIONAL GUIDE HANDOUT

ENABLING OBJECTIVE AND LESSON SPECIFICATION

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

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

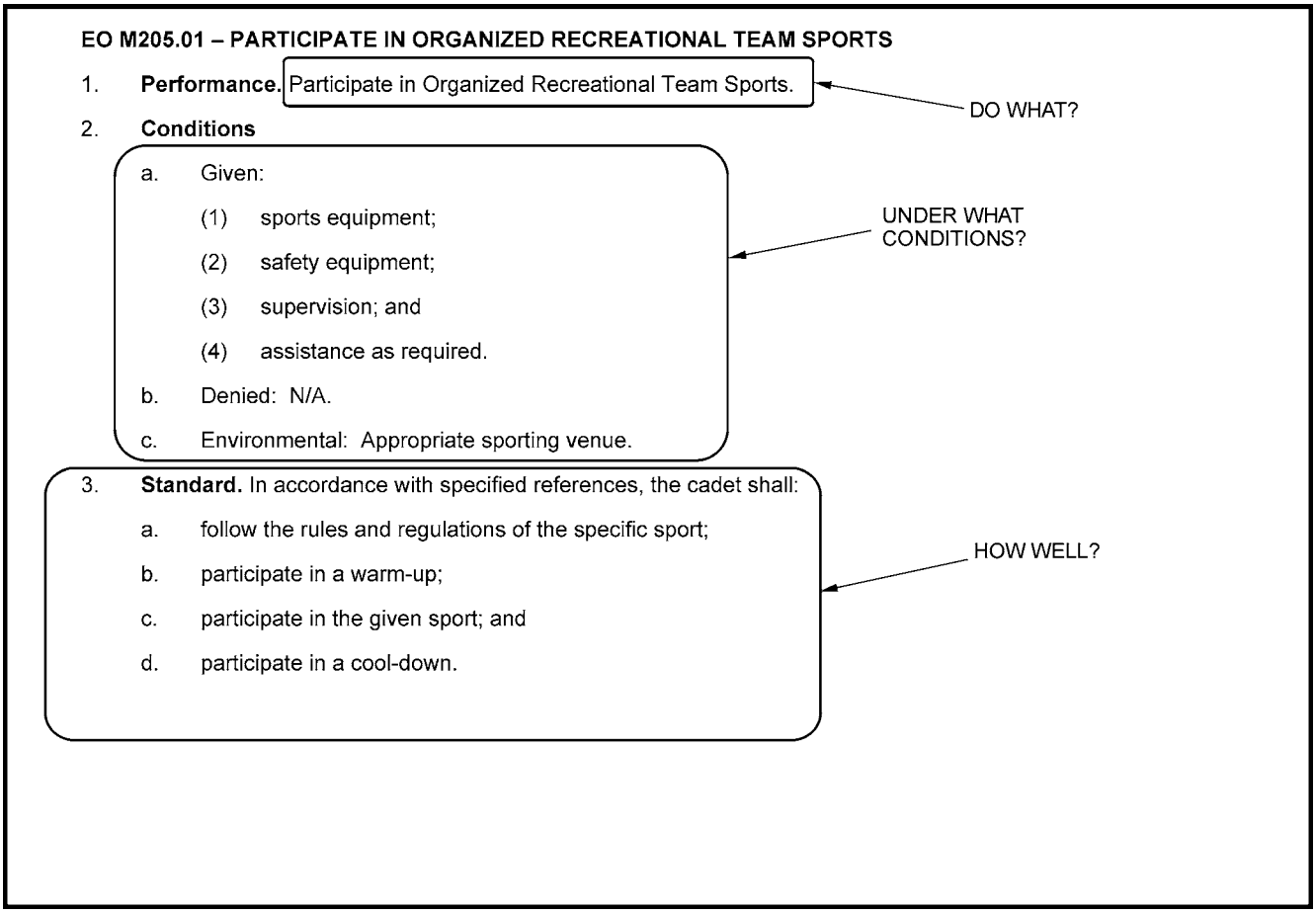

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Figure K-1 Enabling Objective

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

In Paragraph 4., the TPs are usually described in a table where information is provided on the content taught in each TP, the suggested teaching method, the time for each TP and references (as illustrated in Figure K-2).

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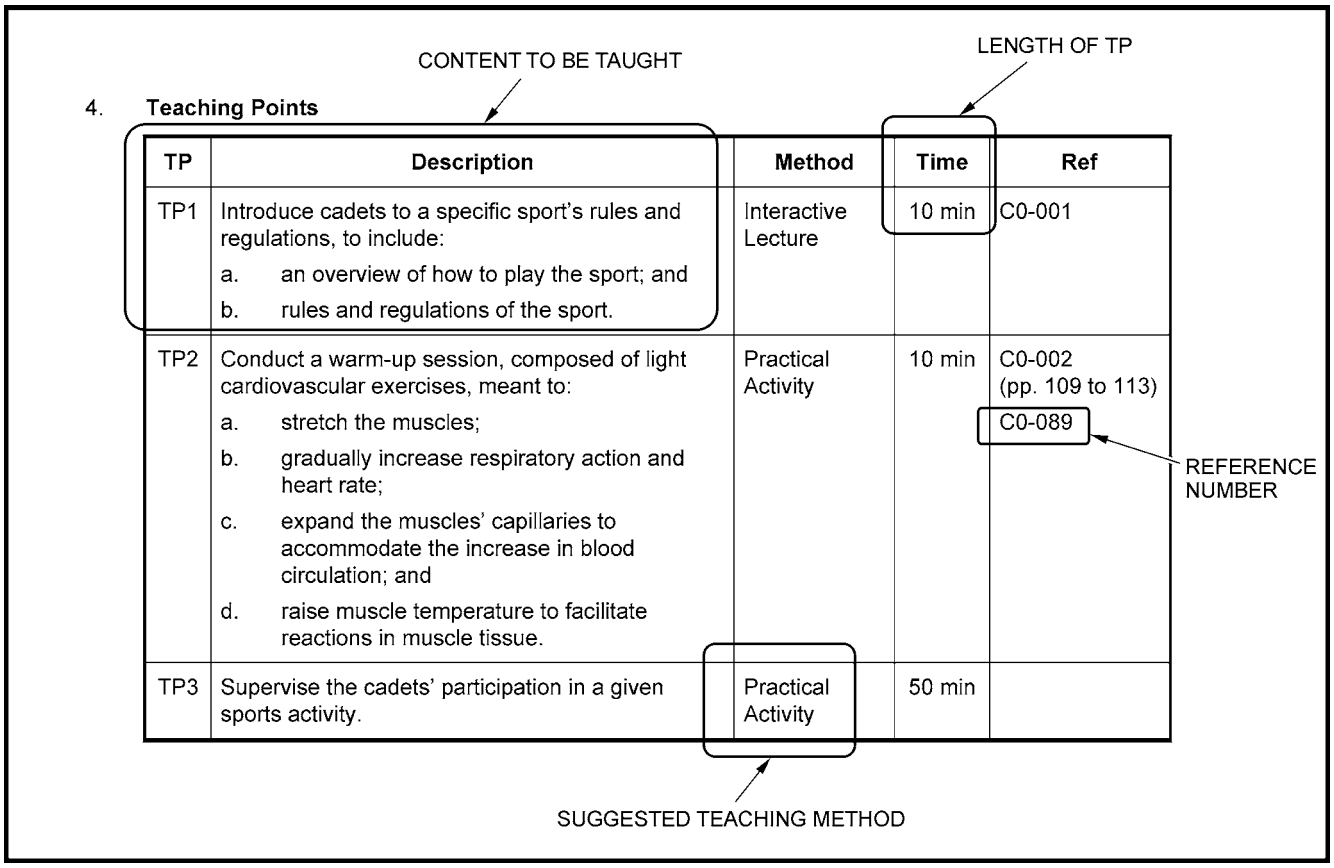

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Figure K-2 Teaching Points

Paragraph 5. outlines how much time is spent on the introduction/conclusion and the different teaching methods. Paragraph 6. offers substantiation or reasons why certain teaching methods were recommended for each TP. Paragraph 7. provides a list of references used to compile the content in Paragraph 4. (as illustrated in Figure K-3).

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5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	70 min
d.	Sub-total:	90 min
e.	Total (three sessions):	270 min

6. **Substantiation**

a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.

b. A practical activity was chosen for TP2-4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

7. **References**

a. C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.

b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And Teachers.* Oakville, ON and Buffalo, NY: Mosaic Press.

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

Figure K-3 Paragraphs 5. to 7.

Paragraphs 8. and 9. list the training aids and learning aids required for the lesson. Training aids are the materials that are required by the instructor to instruct the lesson and learning aids are the materials that will be required by the cadet to participate in the lesson (as illustrated in Figure K-4).

8. **Training Aids**

a. Sports/safety equipment appropriate for the activity;

b. First aid kit;

c. Whistles; and

d. Stopwatch.

9. **Learning Aids.** Sports equipment.

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Figure K-4 Training Aids and Learning Aids

Paragraph 10. is test details, which is information about the evaluation to be conducted. Paragraph 11. is remarks, which describe any other information that may be useful to the Training Officer or instructor (as illustrated in Figure K-5).

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10. **Test Details.** N/A.

11. **Remarks**

a. The CCO list of approved sports is located at A-CR-CCP-602/PF-001, Chapter 5, Annex A.

b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

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Figure K-5 Test Details and Remarks

INSTRUCTIONAL GUIDE

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

4. preparation,
5. introduction,
6. body,
7. conclusion,
8. references, and
9. annexes.

Preparation

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

Introduction

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

The Body

The body of the IG contains all of the TPs and content listed in Paragraph 4. of the lesson specification in greater detail. The body provides suggested teaching methods, note boxes with special instructions or information (as illustrated in Figure K-6), lesson content, figures, activities and confirmation questions.

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Note Boxes:



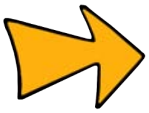
Special note to the instructor.



key information to pass along to the cadets.



Refer to the following CF regulations and policies.



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

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Figure K-6 Note Boxes

The Conclusion

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

References

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

Annexes

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

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LESSON PLAN

EO #:	Title of the EO:	
Instructor:	Location:	Total Time: min
TIME	**REVIEW**	NOTES
	EO#: **ENABLING OBJECTIVE:**	
TIME	**INTRODUCTION**	NOTES
	What: **Where:** **Why:**	
TIME	**BODY**	NOTES
	Teaching Method: **TP 1:** **TP 1 Confirmation:**	

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	Teaching Method: **TP 2:** **TP 2 Confirmation:**	
TIME	**END OF LESSON CONFIRMATION**	NOTES
TIME	**CONCLUSION**	NOTES
	Summary: In this lesson you have learned **Re-Motivation:** Your next lesson will be	

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PLAN A LESSON CHECKLIST

PREPARATION	NOTES
Have you: ☐ Selected an appropriate lesson location? ☐ Selected an appropriate method of instruction? ☐ Provided for a review of previous lesson materials?	
INTRODUCTION	
Does your introduction: ☐ State what the cadets will learn? ☐ Describe why the information is important to learn? ☐ Describe where and when the information/skill can be used?	
BODY	
Does the body of your lesson: ☐ Include the different principles of instruction? ☐ Include questions? ☐ Provide for the use of instructional aids? ☐ Used explanation and demonstration? (skill lesson only) ☐ Confirm each TP?	
END OF LESSON CONFIRMATION	
☐ Did you conduct an end of lesson confirmation by using questions or by conducting an activity?	
CONCLUSION	
Does your conclusion: ☐ Summarize the lesson? ☐ Re-motivate the cadets by: ☐ commenting on their progress; and ☐ re-stating why the information learned is important? ☐ Describe the next lesson?	

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LIST OF APPROVED 15-MINUTE TOPICS

TP 1 of M104.01 (Identify Activities That Will Help Achieve a Healthy Active Lifestyle, A-CR-CCP-601/PG-001, Chapter 4, Section 4 and A-CR-CCP-601/PF-001, Chapter 4, Section 1)

TP 1 of M106.01 (Identify the Parts and the Characteristics of the Daisy 853C Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6 and A-CR-CCP-601/PF-001, Chapter 6, Section 1)

TP 4 of M106.03 (Apply Basic Marksmanship Techniques, A-CR-CCP-601/PG-001, Chapter 4, Section 6 and A-CR-CCP-601/PF-001, Chapter 6, Section 3)

TP 1 of M203.01 (Discuss Leadership Within a Peer Setting, A-CR-CCP-602/PG-001, *Royal Canadian Sea Cadets Phase Two Qualification Standard and Plan*, Chapter 4, Section 3 and A-CR-CCP-602/PF-001, Chapter 3, Section 1)

TP 1 of M121.01 (Tie Knots, Bends and Hitches [Reef Knot and Figure of Eight], A-CR-CCP-601/PG-001, Chapter 4, Section 10 and A-CR-CCP-601/PF-001, Chapter 10, Section 1)

TP 3 of M121.01 (Tie Knots, Bends and Hitches [Round Turn and Two Half Hitches], A-CR-CCP-601/PG-001, Chapter 4, Section 10 and A-CR-CCP-601/PF-001, Chapter 10, Section 1)

TP 2 of M121.03 (Coil and Heave a Line, A-CR-CCP-601/PG-001, Chapter 4, Section 10 and A-CR-CCP-601/PF-001, Chapter 10, Section 3)

TP 1 of C120.03 (Explore Canadian Naval History, A-CR-CCP-601/PG-001, Chapter 4, Section 9 and A-CR-CCP-601/PF-001, Chapter 9, Section 6)

TP 1 of M220.03 (Recognize Naval Ship's Traditions, A-CR-CCP-602/PG-001, Chapter 4, Section 10 and A-CR-CCP-602/PF-001, Chapter 10, Section 3)

TP 3 of M221.03 (Reeve Blocks, A-CR-CCP-602/PG-001, Chapter 4, Section 11 and A-CR-CCP-602/PF-001, Chapter 11, Section 3)

TP 2 of M221.05 (Rig Tackles, A-CR-CCP-602/PG-001, Chapter 4, Section 11 and A-CR-CCP-602/PF-001, Chapter 11, Section 5)

TP 2 of M223.02 (Identify the Watch System, A-CR-CCP-602/PG-001, Chapter 4, Section 12 and A-CR-CCP-602/PF-001, Chapter 12, Section 2)

TP 1 of M223.07 (Identify the Procedure for Berthing a Ship, A-CR-CCP-602/PG-001, Chapter 4, Section 12 and A-CR-CCP-602/PF-001, Chapter 12, Section 7)

TPs 1 and 2 of M224.02 (Prepare for Sail Training, A-CR-CCP-602/PG-001, Chapter 4, Section 13 and A-CR-CCP-602/PF-001, Chapter 13, Section 2)

TP 1 of C207.01 (Identify the Rank Structure of the Royal Canadian Army and Air Cadets, A-CR-CCP-602/PG-001, Chapter 4, Section 7 and A-CR-CCP-602/PF-001, Chapter 7, Section 5)

Note: The TPs in this list were selected because they best fit into the 15-minute format. The selected EOs are a variety of knowledge and skill-based lessons.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO M104.01

A-CR-CCP-601/PG-001

EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE

1. **Performance.** Identify Activities that will Help Achieve a Healthy Active Lifestyle.

2. **Conditions**

   a. Given:

      (1) a copy of *Canada's Physical Activity Guide to Healthy Active Living*;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall identify activities that will help achieve a healthy and active lifestyle.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to *Canada's Physical Activity Guide to Healthy Active Living*, to include: a. page 4 – Check Out What You Are Doing Now; b. page 5 – Benefits of Physical Activity; c. page 6 – What Are You Into; d. page 8 – Let's Get Active; and e. page 10 – Crank Up Your Activity.	Interactive Lecture	10 min	C0-020 (pp. 4 to 10)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Interactive Lecture: 10 min

   c. Total: 15 min

6. **Substantiation.** For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References.** C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

8. **Training Aids**

   a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and

   b. *Canada's Physical Activity Guide to Healthy Active Living*.

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9. **Learning Aids.** *Canada's Physical Activity Guide to Healthy Active Living*.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 1

EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify activities that will help them achieve a healthy and active lifestyle.

IMPORTANCE

Physical fitness is one of the three aims of the cadet program. Teaching the cadets what activities contribute to an active lifestyle will help them achieve physical fitness.

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A-CR-CCP-601/PF-001

Teaching Point 1 — **Introduce Cadets to *Canada's Physical Activity Guide to Healthy Active Living***

Time: 10 min — Method: Interactive Lecture

CANADA'S PHYSICAL ACTIVITY GUIDE TO HEALTHY ACTIVE LIVING

Hand out *Canada's Physical Activity Guide to Healthy Active Living*, highlighting the following pages and information detailed there:

- **Page 4 – Check Out What You Are Doing Now.** Is your exercise time more than 90 minutes per day? Less than 90 minutes but more than 60? Less than 60 but more than 30? Have each cadet write down their activities from yesterday and two days ago to add up their total time.
- **Page 5 – Benefits of Physical Activity.** Meet new friends, improve physical self-esteem, achieve a healthy weight, build strong bones and strengthen muscles, maintain flexibility, promote good posture and balance, improve fitness, strengthen the heart, increase relaxation and promote healthy growth and development.
- **Page 6 – What Are You Into.** Walking, running, hiking, cycling, swimming, jogging, gymnastics, ice-skating, skiing, basketball, volleyball, tobogganing, soccer, football, tennis, baseball, softball, dancing, yoga, climbing, bowling, hockey, skateboarding, badminton, etc. Have the cadets brainstorm all the activities they can think of that they may be interested in.
- **Page 8 – Let's Get Active.** Increase the time currently spent on physical activity and reduce non-active time.
- **Page 10 – Crank Up Your Activity.** Walking instead of taking the bus, playing ball at breaks, walking the dog, raking leaves, shovelling snow, carrying groceries, etc. Brainstorm ideas that will help increase current physical activity.

The purpose of highlighting these pages is to fuel the discussion for the next teaching point. The cadets may take home the guides and explore them further afterwards.

END OF LESSON CONFIRMATION

The confirmation of this lesson will occur in EO M104.02 (Section 2) as the cadets develop a personal activity plan.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

As physical fitness is one of the aims of the cadet program, it is important that cadets learn what activities contribute to an active lifestyle to help them achieve physical fitness.

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INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-011 (ISBN 0-662-32899) Minister of Health (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

C3-024 (ISBN 0-7627-0476-4) Roberts, H. (1989). *Basic Essentials Backpacking*. Guildford, CT: The Globe Pequot Press.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO M106.01

A-CR-CCP-601/PG-001

EO M106.01 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

1. **Performance.** Identify the Parts and Characteristics of the Daisy 853C Air Rifle.

2. **Conditions**

   a. Given:

      (1) Daisy 853C air rifle;

      (2) assistance as required; and

      (3) supervision.

   b. Denied: N/A.

   c. Environmental: Suitable classroom facility and/or air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.

3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall identify the parts and list the characteristics of the Daisy 853C air rifle.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the parts of the Daisy 853C air rifle, to include: a. butt plate; b. spacers; c. small of the butt; d. stock; e. fore end; f. sling bracket; g. trigger; h. trigger guard; i. safety catch; j. bolt; k. pump handle; l. front sight; m. rear sight; n. muzzle; o. barrel with barrel weight; p. bore; q. feed track; r. chamber; s. sling; t. single shot adapter; and	Interactive Lecture	10 min	A0-027 (p. 2-5, Diagram)

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TP	Description	Method	Time	Ref
	u. five-shot clip. **Note:** The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the proper part on the rifle or on an unlabeled diagram.			

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Total:	15 min

6. **Substantiation.** The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

   a. Daisy 853C air rifle; and

   b. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids.** Daisy 853C air rifle.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 1

EO M106.01 – IDENTIFY THE PARTS AND THE CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material;
- carry out a safety precaution check on all rifles to be used during this lesson; and
- state to cadets that the rifles have been inspected and are safe to handle.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the interactive lecture method. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/ kinaesthetic learners.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the parts, and list the characteristics of the cadet air rifle.

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A-CR-CCP-601/PF-001

IMPORTANCE

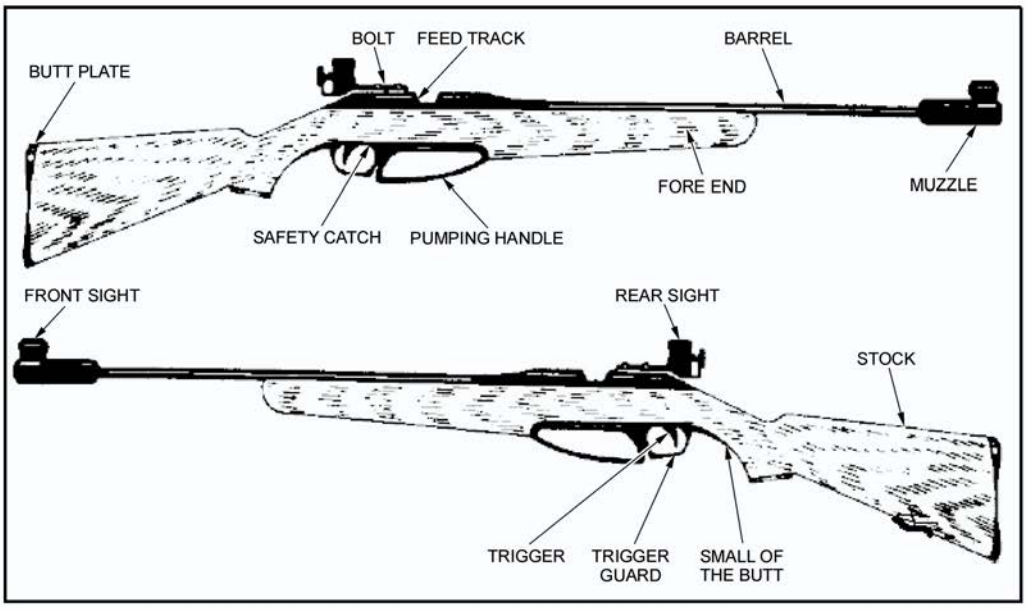
Cadets must have a basic knowledge of the cadet air rifle in order to understand how the rifle works and to safely follow directions given on the range.

Teaching Point 1 — **Identify the Parts of the Daisy 853C Air Rifle**

Time: 10 min — Method: Interactive Lecture

PARTS

- Depending on the number of rifles available, distribute them with an optimum ratio of one rifle for every two cadets.
- When possible, have a second instructor in the room to assist.
- **For safety purposes, maintain strict class control at all times.**



A-CR-CCP-177/PT-001

Figure 6-1-1 Parts of the Cadet Air Rifle

Butt Plate (End of the Butt). It is the part of the rifle directly in contact with the marksman's shoulder. When fitted properly, the butt plate aids in achieving a snug fit, and a consistent placement of the rifle into the shoulder. The addition of butt spacers allows for this adjustment in length.

Spacers. Plastic inserts that can be added or removed from the butt plate to vary its length. To add or take away butt spacers, use a Phillips screwdriver to loosen the butt plate and slide in/out the amount of spacers desired.

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Verify against the official publication.

Small of the Butt (Pistol Grip). Curved area directly behind the trigger guard where the hand controlling the trigger grips the rifle.

Stock. Complete wooden portion of the rifle (from the butt plate end forward).

Fore End (of the Stock). Wooden portion of the stock from the trigger guard forward, in which the barrel and the rifle mechanism are encased.

Sling. It is a web sling made of nylon. Links the rifle to the marksman's arm to support most of the weight of the rifle. One end attaches to the sling bracket and the other to the upper arm.

Sling Bracket (Hand Stop). Adjustable metal clasp attached to the fore stock used to affix the sling to the rifle. It also acts as a hand stop, used to rest the left hand to prevent it from moving.

Trigger. Movable device that releases a spring and releases the rifle mechanism. This rifle has a single stage trigger that cannot be adjusted for weight.

Trigger Guard. Metal band that surrounds and protects the trigger.

Safety Catch. This is a mechanism that, once engaged, prevents the rifle from firing by locking the trigger in place. It is a cross bolt type device located on the trigger guard. The black side indicates that the rifle is unable to fire; the red side indicates the rifle is ready to fire. It should be ON (no red) at all times, unless firing.

Bolt. Metal lever used for opening or closing the rifle mechanism. It must be in the closed position in order to fire. For maximum safety when the rifle is uncased and not firing, the bolt should be kept open.

Pump Handle. Metal lever used to compress the air required to fire the pellet. Whenever the rifle is in a "safe rifle status", the pump lever should be left partially open.

Front Sight. Global front sight that uses aperture inserts.

Rear Sight. Micrometer sight adjustable for windage and elevation. It is easily attached to a metal rail located above the action. This rail allows for adjustment of the sight forward or backward, in order to maintain proper eye relief. The sight is attached using a small flat-blade screwdriver.

Muzzle. Front end of the barrel equipped with attachable barrel weight.

Barrel With Barrel Weight. Steel tube through which the pellet travels, extending from the muzzle to the chamber. The barrel weight ensures that the rifle's weight is evenly distributed and that the rifle's balance is maintained.

Bore. Interior of the barrel has spiral grooves cut into it. The lands are the ridges of metal between the grooves. Together, the grooves and lands are called rifling.

Feed Track. Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a five-shot clip.

Single Shot Adapter. Plastic clip that aids in placing a pellet in the chamber.

Five-shot Clip. Plastic clip that holds a maximum of five pellets and used to place the pellets in the chamber.

Chamber. Location where the pellet is held before firing.

CONFIRMATION OF TEACHING POINT 1

The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the parts, and having the cadets properly name the part.

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END OF LESSON CONFIRMATION

This EO may be confirmed with the handout found at Annex A. Allow cadets a few minutes to complete the annex, then have cadets switch sheets for correcting.



Correctly labelled diagram is located at page 6A-2.

CONCLUSION

HOMEWORK/READING/PRACTICE

Cadets are to take home the corrected handout to study the parts of the cadet air rifle.

METHOD OF EVALUATION

The instructor will confirm cadets' ability to identify the parts and characteristics of the cadet air rifle by asking questions during the end of lesson confirmation, and with the handout found at Annex A.

CLOSING STATEMENT

Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

INSTRUCTOR NOTES/REMARKS

Emphasis must be placed on the safety aspect of this lesson.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

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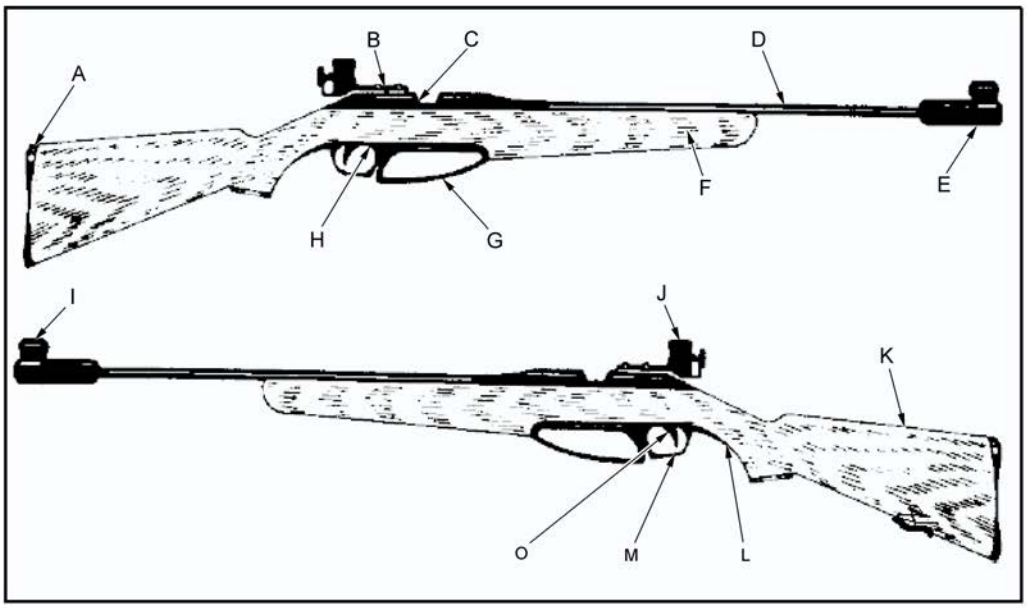
A-CR-CCP-601/PF-001
Chapter 6, Annex A

PARTS AND CHARACTERISTICS OF THE CADET AIR RIFLE



Put the letter next to the matching name of the part of the cadet air rifle.

1.	Feed Track	_____	8.	Safety Catch	_____
2.	Small of the Butt	_____	9.	Muzzle	_____
3.	Barrel	_____	10.	Pump Lever	_____
4.	Fore End	_____	11.	Front Sight	_____
5.	Rear Sight	_____	12.	Trigger Guard	_____
6.	Trigger	_____	13.	Butt Plate	_____
7.	Bolt	_____	14.	Stock	_____

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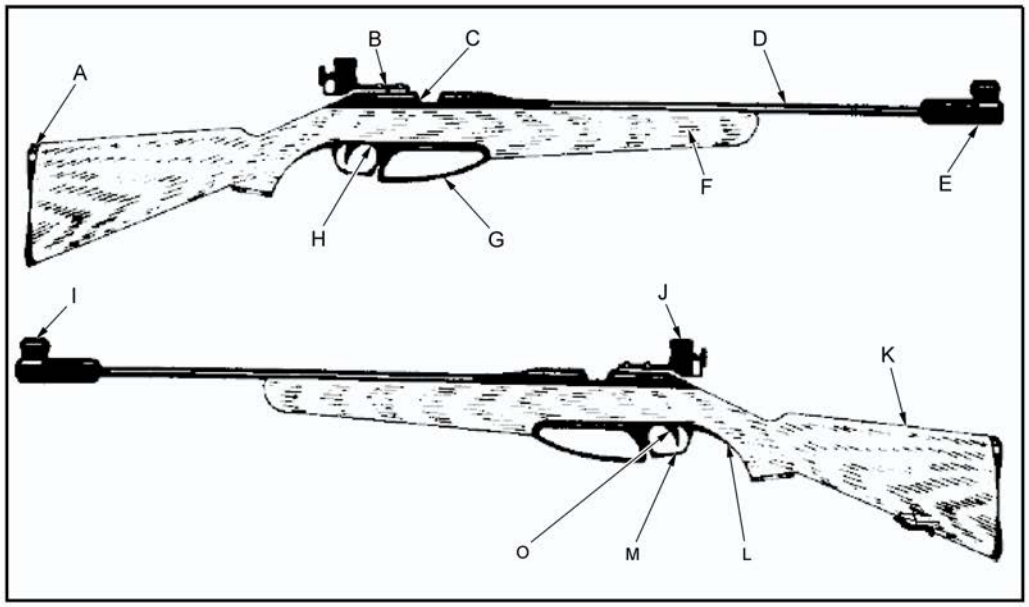
Chapter 6, Annex A

ANSWER KEY



Put the letter next to the matching name of the part of the cadet air rifle.

1.	Feed Track	C	8.	Safety Catch	H
2.	Small of the Butt	L	9.	Muzzle	E
3.	Barrel	D	10.	Pump Lever	G
4.	Fore End	F	11.	Front Sight	I
5.	Rear Sight	J	12.	Trigger Guard	M
6.	Trigger	O	13.	Butt Plate	A
7.	Bolt	B	14.	Stock	K

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 4 OF EO M106.03

A-CR-CCP-601/PG-001

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

1. **Performance.** Apply Basic Marksmanship Techniques.

2. **Conditions**

   a. Given:

      (1) cadet air rifle;

      (2) single pellet adaptor;

      (3) assistance as required; and

      (4) supervision.

   b. Denied: N/A.

   c. Environmental: Suitable classroom facility and/or air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.

3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall apply basic marksmanship techniques, to include:

   a. loading;

   b. unloading; and

   c. preparing for inspection.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP4	Explain, demonstrate, and have the cadets load, unload, and prepare for inspection the cadet air rifle, as follows: a. loading the cadet air rifle, to include: (1) picking up the rifle with the left hand; (2) ensuring safety catch is in the ON position; (3) pumping the air rifle, pausing for three seconds; (4) bringing pump handle back to closed position; (5) loading a pellet; and b. unloading the cadet air rifle, to include: (1) opening the bolt (do not insert a pellet); (2) pumping the air rifle, pausing for three seconds; (3) closing the bolt (do not insert a pellet);	Demonstration and Performance	10 min	A0-027 (p. 2-16)

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TP	Description	Method	Time	Ref
	(4) placing the safety catch in the OFF position; (5) aiming the rifle at the target; (6) squeezing the trigger; (7) placing the safety catch in the ON position; and c. preparing for inspection, to include: (1) opening the bolt; (2) opening the pump handle slightly; (3) placing the rifle on the shoulder, muzzle pointed down range; (4) waiting to be cleared by the RSO; and (5) laying the rifle down. **Note:** Cadets will be required to perform these skills during their air rifle handling test. The pellet guide shall be used for training, although cadets may be introduced to the five-round clip prior to actual firing.			

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Demonstration and Performance:	10 min
c.	Total:	15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

   a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and

   b. Cadet air rifle.

9. **Learning Aids.** Cadet air rifle.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 3

EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in Chapter 4 of the QSP. Specific uses for said resources are identified throughout the Instructional Guide, within the teaching point for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.



This lesson may be better presented using a round robin format for those units with large first year groups.

INTRODUCTION

REVIEW

The pertinent review for this lesson, from EO M106.02 (Section 2), will include:

QUESTIONS

Q1. Why are the individual safety precautions performed?

Q2. What is the purpose of the “safety catch”?

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ANTICIPATED ANSWERS

A1. To confirm a rifle is safe.

A2. It prevents a rifle from firing by locking its trigger into place.

OBJECTIVES

By the end of this lesson the cadet shall be expected to apply basic marksmanship techniques to include:

- prone position;
- basic holding;
- basic aiming;
- loading;
- firing; and
- unloading.

Cadets will apply the knowledge gained during this lesson when they participate in any range practice.

IMPORTANCE

These techniques must all be applied in harmony. Improving one while not working on another will not produce the best results in the long run. Perfecting these techniques takes time and concentration. Cadets should remember – PRACTICE MAKES PERFECT!

Teaching Point 4 — **Explain and Demonstrate How To Load and Unload the Cadet Air Rifle**

Time: 10 min — Method: Demonstration and Performance

LOADING THE AIR RIFLE



The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

This will be conducted as a DRY FIRE EXERCISE ONLY.

Loading procedure:

1. Pick up the rifle with the left hand.
2. Ensure the safety catch is in the ON position.
3. Pump the air rifle, pausing for 3 seconds.
4. Bring the pump handle back to closed position.
5. Simulate loading a pellet, or load an auto indexing five-pellet clip into the feed track.

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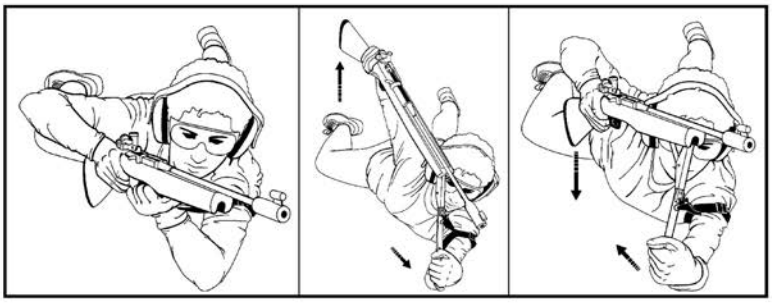
6. Close the bolt.

Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

The following methods may be used when pumping the air rifle:

- **Option 1.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle. The rifle should remain stationary during the pumping process and always point towards the targets.
- **Option 2.** Grasp the pistol grip with the right hand. Grasp the pump handle with the left hand. Place the butt of the rifle under the right arm or shoulder for support. Push downward with the left hand until the pump handle is fully extended. Wait for a few seconds. Using the left hand, bring the pump handle back to the stock of the rifle allowing the underarm and shoulder to help hold the rifle steady when closing the pump handle. Remember that the rifle must always point towards the targets.
- **Option 3 – Coach Assistance.** Point the rifle is a safe direction and request the assistance from a coach. The coach should move in and pump the rifle using both hands. This should be used as last resorts as any cadet can easily do the above two options.



Cadet Marksmanship Program Reference Manual

Figure 6-3-7 Pumping the Air Rifle

Do not pump the rifle more than once per shot. This air rifle is designed to withstand the pressure based on a single pump stroke.

The instructor shall provide an EXPLANATION and DEMONSTRATION of the complete skill.

The instructor shall also provide an EXPLANATION and DEMONSTRATION of each step required to effectively complete the skill.

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UNLOADING THE CADET AIR RIFLE

Follow the unloading sequence of the cadet air rifle, to include:

UNLOAD

1. Pick up the air rifle.
2. Remove five-pellet clip (if used).
3. Open the bolt (do not insert a pellet).
4. Pump the air rifle, pausing for 3 seconds.
5. Close the bolt (do not insert a pellet).
6. Place the safety catch in the OFF position.
7. Aim the rifle at the target.
8. Squeeze the trigger.
9. Place the safety catch in the ON position.

PREPARE FOR INSPECTION

1. Open the bolt.
2. Open the pump handle slightly.
3. Place the rifle on shoulder, muzzle pointed down range.
4. Wait to be cleared by the RSO.
5. Lay the rifle down.



Cadets will IMITATE the demonstration provided by the instructor for each step within the skill. The instructor(s) will SUPERVISE the cadets during this imitation.

CONFIRMATION OF TEACHING POINT 4



The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence as demonstrated, while the remainder observe. Have them trade places, and repeat.

END OF LESSON CONFIRMATION

The instructor will divide the group into two, or by the number of air rifles available. The instructor shall have one group imitate the actions of the sequence for all teaching points as demonstrated, while the remainder observe, and then have them trade places, and repeat.

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CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The first principle of marksmanship is to find a comfortable shooting position. A comfortable shooting position will enable cadets to shoot safely and with much better results. The prone position is the most stable shooting position to use.

INSTRUCTOR NOTES/REMARKS

1. Emphasis must be placed on the safety aspects of this lesson.

2. Ensure thorough confirmation by stages.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual.* Ottawa, ON: Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO M203.01

A-CR-CCP-602/PG-001

EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING

1. **Performance.** Discuss Leadership Within a Peer Setting.

2. **Conditions**

   a. Given:

      (1) supervision; and

      (2) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** The cadet shall discuss leadership within a peer setting.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain leadership within a peer setting, to include: a. responsibilities of a Phase Two cadet, to include: (1) following the chain of command; (2) setting the example; (3) being firm, fair and friendly; (4) being respectful to superiors and subordinates; (5) being aware of safety hazards; (6) displaying initiative; and (7) setting goals; and b. corps specific Phase Two cadet responsibilities.	Interactive Lecture	10 min	C0-134

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Interactive Lecture: 10 min

   c. Total: 15 min

6. **Substantiation.** An interactive lecture was chosen for TP1 to orient the cadets to junior leadership, to generate interest and present basic material.

7. **References.** C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.

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10. **Test Details.** N/A.

11. **Remarks.** The list of responsibilities in TP1 is not exhaustive. For each corps Phase Two cadet responsibilities may vary.

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COMMON TRAINING

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 1

EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

The list of responsibilities of Phase Two cadets will vary for each corps. Information about the specific responsibilities should be available in the corps Standing Orders or by speaking to the corps Commanding Officer/Training Officer.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to leadership within a peer setting, to generate interest and to present basic material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss leadership within a peer setting.

IMPORTANCE

It is important for cadets to learn about leadership within a peer setting because there are responsibilities for second year cadets. Being aware of the responsibilities Phase Two cadets perform will assist them in setting achievable goals and adapting to their new role as leaders in the corps.

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Teaching Point 1 **Explain Leadership Within a Peer Setting**

Time: 10 min Method: Interactive Lecture

Within junior leadership, there are responsibilities for a Phase Two cadet at the corps. To make the second year of cadets a fun, challenging and dynamic experience, second year cadets should know their responsibilities.



Have cadets brainstorm a list of what they think the responsibilities of a Phase Two cadet are. As you teach each of the following points, try to match them to the cadet generated list.

There are some responsibilities common to every Phase Two cadet in the corps. They are:

- **Following the Chain of Command.** Following the chain of command ensures that all information that must be passed up and down the chain is delivered. Following the chain of command prevents gaps in the information flow.
- **Setting the Example.** A Phase Two cadet must set a personal example in dress and deportment. A good leader will never ask more of their followers and teammates than they are willing to give themselves.
- **Being Firm, Fair and Friendly with Everyone, Especially New Recruits.** No one is impressed with a Phase Two cadet who yells, least of all new cadets. A highly influential and respected Phase Two cadet is one who is consistent in their approach to people and each situation. Being approachable at all times should enable the cadet to fulfill all duties and responsibilities in an effective manner.
- **Being Respectful to Superiors and Subordinates.** Using a proper tone of voice, looking people in the eyes when they speak and standing up straight is a physical way to show respect. If the Phase Two cadet wishes to be treated with respect, they must display respect toward others.
- **Being Aware of Safety Hazards.**
- **Displaying Initiative.** Undertaking small matters, like cleaning up, before being told to do so is an example of using initiative. Superiors notice when small tasks are completed without any request to do so.
- **Setting Goals.** Every leader needs to set goals. Goals allow people the opportunity to turn ideas into results. A goal is a glimpse of the future. Setting goals like improving their drill, dress and deportment, gives Phase Two cadets something to strive for. By setting goals, and working towards them, a Phase Two cadet will show commitment.



If the corps has no specific duties for Phase Two cadets, do not teach the following point.

There are specific responsibilities of a Phase Two cadet in this corps.



Explain the corps specific Phase Two cadet responsibilities.

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CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. List the responsibilities of Phase Two cadets in the corps.

Q2. Why is setting goals important for a Phase Two cadet?

Q3. List the specific Phase Two cadet duties and responsibilities for your corps.

ANTICIPATED ANSWERS

A1. The responsibilities of every Phase Two cadet in the corps are:

- following the chain of command;
- setting the example;
- being firm, fair and friendly with everyone, especially new recruits;
- being respectful towards your superiors and subordinates;
- being aware of safety hazards;
- displaying initiative; and
- setting goals.

A2. By setting goals and working towards them, the Phase Two cadet will show commitment.

A3. Answers will vary.

END OF LESSON CONFIRMATION

The cadets' participation in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

In order for a cadet to be successful in the role of a Phase Two, they must know their responsibilities. By setting personal short and long term goals, cadets have something to work toward and may be more motivated to complete the tasks ahead.

INSTRUCTOR NOTES/REMARKS

N/A.

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REFERENCES

C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO M121.01

A-CR-CCP-601/PG-001

EO M121.01 – TIE KNOTS, BENDS AND HITCHES

1. **Performance.** Tie Knots, Bends and Hitches.

2. **Conditions**

   a. Given:

      (1) one metre of line;

      (2) spar/horizontal pole;

      (3) supervision; and

      (4) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall describe the use of and tie knots, bends and hitches to include the following:

   a. reef knot;

   b. figure of eight;

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets practice tying the following knots: a. reef knot – a knot used to tie the two ends of a binding together around an object; and b. figure eight – a stopper knot, used to tie off the end of a line (e.g. to prevent a rope from pulling through a block or fairlead).	Demonstration and Performance	10 min	C1-002 (pp. 45, 98, 104, 112, 130, 132 and 162)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References.** C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices.* Edison, NJ: Charwell Books, Inc.

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8. **Training Aids**
   a. A completed reef knot;
   b. A completed figure eight knot; and
   c. Line.
9. **Learning Aids.** Line.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 1

EO M121.01 – TIE KNOTS, BENDS AND HITCHES

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to tie and know where to use the following knots, bends and hitches:

- reef knot; and
- figure eight.

IMPORTANCE

Knowledge of the effective use of different knots, bends and hitches is one of the foundations of the sea cadet program and will be used in a variety of future training and activities such as rigging sailboats and lifting devices.

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Teaching Point 1 — **Explain the Use of, Demonstrate and Have the Cadets Practice Tying a Reef Knot and the Figure of Eight**

Time: 10 min — Method: Interactive Lecture/Demonstration and Performance

The following are some suggestions to make the class more enjoyable for the cadets:

- Use different coloured line to teach the knots.
- Have licorice for the cadets to tie their knots with. Once the knots are completed correctly, the cadets can eat the licorice.
- It may be useful to put the accompanying diagrams on overheads for the cadets to refer to.
- Instructors should make every effort to demonstrate all knots in a realistic way; try using simulated sail corners, or use spars and posts to tie bowlines and hitches to.
- Have senior cadets circulate through the class to check the cadets' progress.

DEFINITION OF KNOTS

A knot is something tied at the end of a line, or using a line itself. It is the term often applied to anything that is not a bend, splice or hitch.

REEF KNOT

The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (e.g. parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.

An easy way to remember how to tie a reef knot is that the ends must be crossed in opposite directions each time they are knotted (e.g. right over left then left over right, or vice versa).

The knot is made using the following method:

1. Put the left-hand working end of the line on top of the right-hand working end.
2. Bring the left-hand working end of the line under the right-hand working end.
3. Put the working end that is now on the right on top of the working end that is now on the left.
4. Bring the working end that is on top over and then under the other working end so that the working end in your left hand comes out of the same space through which it entered the knot.

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Verify against the official publication.

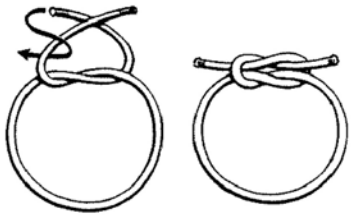

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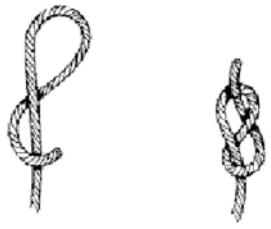
Figure 10-1-1 Reef Knot

FIGURE OF EIGHT

The figure of eight is a stopper knot, used to tie off the end of a line. It is commonly used to prevent the ends of the sheets of sails from pulling through blocks, eyebolts or fairleads.

The knot is made using the following method:

1. Hold the standing end in one hand, and make a crossing turn with the working end passing under the standing part of the rope.
2. Bring the working end over the standing part.
3. Tuck the working end up through the loop from behind, forming a figure eight.
4. Pull tight on the working part.



CIC Sea Environmental Training Instructor Guide 2005

Figure 10-1-2 Figure of Eight

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. If you are rigging a sailboat, what knot would you use to stop the line from running all the way through the fairleads?

Q2. What is a reef knot commonly used for?

ANTICIPATED ANSWERS

A1. A figure of eight knot.

A2. To tie together two lines of equal diameter.

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END OF LESSON CONFIRMATION

The cadets' ability to tie the reef knots and figure of eight knot will have been confirmed by the end of TP1.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice the knots, bends and hitches on their own time.

METHOD OF EVALUATION

There is no formal assessment of this EO. Ongoing monitoring will take place during subsequent classes on ropework and during training activities at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

These knots, bends and hitches will be used in a variety of cadet training activities so it is important that the cadets become proficient in these basic knots, bends and hitches.

INSTRUCTOR NOTES/REMARKS

N/A.



The following Websites provide excellent additional material or animation in ropework:

- www.realknots.com
- www.readyayeready.com
- www.grogono.com

REFERENCES

C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices.* Edison, NJ: Charwell Books, Inc.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 3 OF EO M121.01

A-CR-CCP-601/PG-001

EO M121.01 – TIE KNOTS, BENDS AND HITCHES

1. **Performance.** Tie Knots, Bends and Hitches.

2. **Conditions**

   a. Given:

      (1) one metre of line;

      (2) spar/horizontal pole;

      (3) supervision; and

      (4) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall describe the use of and tie knots, bends and hitches to include the following:

   a. reef knot;

   b. figure of eight;

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP3	Explain the use of, demonstrate and have the cadets practice the following hitches: a. clove hitch – used to temporarily secure a rope's end to a post or spar; and b. round turn and two half hitches – used to secure a line (e.g., from a ship, to a spar, post or ring).	Demonstration and Performance	10 min	C1-002 (pp. 45, 98, 104, 112, 130, 132 and 162)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References.** C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices.* Edison, NJ: Charwell Books, Inc.

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8. **Training Aids**

   a. A completed round turn and two half hitches;

   b. A completed clove hitch; and

   c. Line.

9. **Learning Aids.** Line.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 1

EO M121.01 – TIE KNOTS, BENDS AND HITCHES

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to tie and know where to use the following knots, bends and hitches:

- clove hitch; and
- round turn and two half hitches.

IMPORTANCE

Knowledge of the effective use of different knots, bends and hitches is one of the foundations of the sea cadet program and will be used in a variety of future training and activities such as rigging sailboats and lifting devices.

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Teaching Point 3 — **Explain the Use of, Demonstrate and Have the Cadets Practice Tying the Clove Hitch and Two Half Hitches**

Time: 10 min — Method: Interactive Lecture/Demonstration and Performance

DEFINITION OF HITCHES

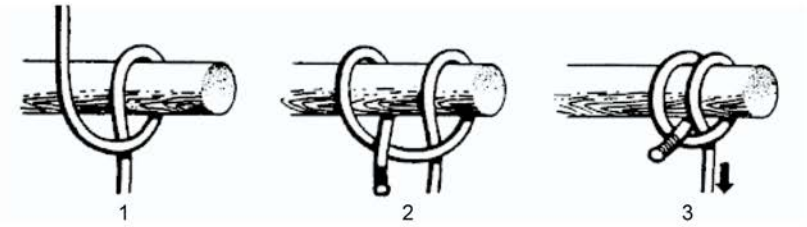
A hitch is tied around or to something, such as a ring, spar or post. They are generally quick to tie and easy to untie.

CLOVE HITCH

The clove hitch can be used to secure a line temporarily to a post or spar, such as securing a small sailboat.

To make this hitch at the end of a line, use the following steps:

1. With the running end, make a turn around a spar.
2. To the left of the first turn, make another turn.
3. Pass the running end between the two turns, so that it comes up in the opposite direction from the standing part.



CFCD 105 Seamanship Rigging and Procedures Manual

Figure 10-1-5 Clove Hitch

ROUND TURN AND TWO HALF HITCHES

The round turn and two half hitches is another way to secure a sailboat to a post or ring. It will never jam and can be untied quickly. The hitches should always be made with the running end of the line going in one direction.

The knot is made using the following method:

1. Bring the working end of the line around the post or ring two turns, making a full round turn.
2. Take the working end around the standing end, and tuck it behind itself.
3. Bring the working end around the standing end again and tuck to make a second half hitch.
4. Pull tight to finish the knot.

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Figure 10-1-6 Round Turn and Two Half Hitches

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What can you use a clove hitch for?

Q2. Can you make the hitches for a round turn and two half hitches in opposite directions?

ANTICIPATED ANSWERS

A1. You can use it to tie up a small sailboat.

A2. No, they should be made in the same direction.

END OF LESSON CONFIRMATION

The cadets' ability to tie the clove hitch and round turn and two half hitches will have been confirmed by the end of TP3.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice the knots, bends and hitches on their own time.

METHOD OF EVALUATION

There is no formal assessment of this EO. Ongoing monitoring will take place during subsequent classes on ropework and during training activities at the corps, with instructors providing direction/feedback as required.

CLOSING STATEMENT

These knots, bends and hitches will be used in a variety of cadet training activities so it is important that the cadets become proficient in these basic knots, bends and hitches.

INSTRUCTOR NOTES/REMARKS

N/A.

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The following Websites provide excellent additional material or animation in ropework:

- www.realknots.com
- www.readyayeready.com
- www.grogono.com

REFERENCES

C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices.* Edison, NJ: Charwell Books, Inc.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 2 OF EO M121.03

A-CR-CCP-601/PG-001

EO M121.03 – COIL AND HEAVE A LINE

1. **Performance.** Coil and Heave a Line.

2. **Conditions**

   a. Given:

      (1) heaving line;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with the *Admiralty Manual of Seamanship*, the cadet shall coil and heave a line, to include:

   a. describing the characteristics of a heaving line;

   b. tying a heaving knot on a heaving line; and

   c. coiling and throwing a heaving line.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP2	Explain the importance of, demonstrate and have cadets practice coiling a line, to include: a. proper storage of line will ensure ease of use for the next person; and b. that it keeps a line from getting tangled.	Demonstration and Performance	10 min	C1-003 (p. 119)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** Demonstration and performance was chosen for this lesson due to the practical nature of the subject matter.

7. **References.** C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship. 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids**

   a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and

   b. Line.

9. **Learning Aids.** Line.

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10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 3

EO M121.03 – COIL AND HEAVE A LINE

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The demonstration and performance method was chosen for TP3 due to the practical nature of the subject matter. This method provides the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to coil a line.

IMPORTANCE

Coiling a line is a traditional way of completing line-handling tasks in the navy, as well as being an important aspect of maintaining equipment in a good state of repair.

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Teaching Point 2 — **Explain and Demonstrate the Method of Coiling a Line**

Time: 10 min — Method: Interactive Lecture/Demonstration and Performance

IMPORTANCE OF COILING A LINE

Explain the importance of coiling a line, to include:

- Proper storage of the line will ensure ease of use for the next person.
- Increases the distance a line can be thrown.
- Allows a line to feed smoothly through a block.
- Allows a line to be tossed cleanly.
- It keeps a line from tangling.

Provide cadets with time to practice their coiling skills.

CONFIRMATION OF TEACHING POINT 2

SUGGESTED QUESTIONS

Q1. What is the importance of coiling a line?

ANTICIPATED ANSWERS

A1. Proper storage of the line will ensure ease of use for the next person, it keeps a line from tangling, increases the distance a line can be thrown, allows a line to be tossed cleanly, and allows a line to feed smoothly through a block.

END OF LESSON CONFIRMATION

The cadets' ability to coil a line will have been confirmed by the end of TP2.

CONCLUSION

HOMEWORK/READING/PRACTICE

The cadets should be encouraged to practice coiling a line on their own time.

METHOD OF EVALUATION

There is no formal assessment of this EO. Ongoing monitoring will take place during subsequent cadet training activities, with instructors providing direction/feedback as required.

CLOSING STATEMENT

Coiling a line will be used in a variety of cadet training activities so it is important that the cadets become proficient in these skills.

INSTRUCTOR NOTES/REMARKS

N/A.

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REFERENCES

A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO C120.03

A-CR-CCP-601/PG-001

EO C120.03 – EXPLORE CANADIAN NAVAL HISTORY

1. **Performance.** Explore Canadian Naval History.

2. **Conditions**

   a. Given:

      (1) supervision; and

      (2) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** The cadet shall participate in a discussion of Canadian naval history.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Provide a brief introduction of the historical development of Canada's Navy, to include: a. creation of the Navy in 1910; b. development during World War One (WWI); c. activities between the wars; and d. growth during World War Two (WWII).	Interactive Lecture	10 min	A1-011 (Retrieved 24 March 2006) A1-007 (pp. 8-22 to 8-64)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Interactive Lecture: 10 min

   c. Total: 15 min

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material.

7. **References**

   a. A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

   b. A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.

8. **Training Aids**

   a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;

   b. Handout consisting of historical information on the Canadian Navy, to include significant dates and events, development, personnel strength, types of ships, and ship strength; and

   c. Handout briefly outlining the development of the Canadian Navy.

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9. **Learning Aids**

   a. Handouts briefly outlining the development of the Canadian Navy.

   b. Handout consisting of historical information on the Canadian Navy, to include significant dates and events, development, personnel strength, types of ships, and ship strength.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 6

EO C120.03 – EXPLORE CANADIAN NAVAL HISTORY

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

The instructor shall review the lesson content, and become familiar with the material prior to instruction of this lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be familiar with Canadian naval history.

IMPORTANCE

Exploring Canadian naval history will promote an awareness of the Canadian navy, which is one of the aims of the cadet program.

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Teaching Point 1 **Explore Canadian Naval History**

Time: 10 min Method: Interactive Lecture

CREATION OF CANADA'S NAVY

Until 1910, Canada did not have a naval service of its own; instead, it relied upon Britain's Royal Navy (RN) to look after the defence of Canadian shores. Even without its own navy, there were many naval engagements that took place on Canada's shores, including on the Great Lakes and the Atlantic and Pacific Coasts, between the British and the French and the British and the Americans.

The requirement for a strong naval force belonging to Canada became evident as the need to protect the country's shores increased and as the importance of trade on the seas increased.

Canada's navy, the Royal Canadian Navy (RCN), was formed May 4th, 1910; the first director of the navy was Canadian born Rear-Admiral Sir Charles E. Kingsmill.

WORLD WAR ONE (WWI)

After Germany ignored the British government's demand to observe Belgian neutrality and pull out of that country, the British Admiralty sent a war telegram, which said to "Commence hostilities against Germany", to ships and establishments under the White Ensign all over the world, including those in Canadian waters.

When war was declared in 1914, Canada did not have much of a navy, but the ships **Rainbow** and **Niobe** were put at the RN's disposal. Rainbow lasted until 1917 and did patrol work on the West Coast, while Niobe lasted only a year into the war before becoming unseaworthy, and then became a depot ship in Halifax. Although minor patrol boats and other vessels were on anti-submarine duty patrolling Canadian coastal waters, most of the resources Canada offered for WWI went into the army.

POST-WWI – CANADA, A SMALL SHIP NAVY

In 1921 a change of government dealt the RCN a severe blow; the whole world was tired of war, and navies were being cut back. The navy had acquired several vessels since its creation. Shortly after the war, however, the Canadian government that had been in power during WWI was defeated and the new one decided to do away with all ships but two destroyers.

The Royal Canadian Naval Volunteer Reserve (RCNVR) was established in 1923. The role of the RCNVR was similar to that of today's Naval Reserve.

WORLD WAR TWO (WWII)

Until 1939, Canada had mostly destroyers and trawlers. This was to simplify training as destroyers were the type of ship best suited to Canadian needs and defending our complicated coastline.

Canada began WWII with 13 vessels: six destroyers, four minesweepers, one auxiliary schooner, two smaller vessels, and approximately 1800 personnel. When the war ended, it had the third largest navy in the world, with over 600 vessels and over 90 000 members, including 6500 women who served in the Women's Royal Canadian Naval Services (WRNS).

It is interesting to note that Canada declared war on Germany shortly after Britain; the declaration was in large part due to the fact that so much of our export and import trade was moved by sea. The oceans of the world had to be in friendly hands or the commerce of Canada would come to a halt.

The RCN's contribution during WWII, and specifically during the Battle of the Atlantic, was nothing short of heroic. Winning this battle was of vital importance to the overall war effort in order to resupply the battlefields

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with fuel, food, munitions or metal parts. The Battle of the Atlantic was a fight to the death against a highly trained enemy for supremacy of the Atlantic Ocean. It was the longest battle of WWII, and was fought for the entire war.

Protection and escort of the merchant ship convoys from German submarines, or "U-boat wolf packs", between North America and Europe and back was the RCN's chief responsibility. It employed tens of thousands of ships and hundreds of thousands of sailors. By mid-1942, the RCN, with support from the Royal Canadian Air Force (RCAF), was providing nearly half the convoy escorts, and after that, carried out the lion's share of escort duty.

During WWII the RCN lost over 2000 sailors and 32 ships, with more than 300 sailors wounded. Twenty-six thousand (26 000) merchant ship voyages, which provided 90 000 tons of war supplies a day to the battlefields of Europe, were made during the 2060 days of WWII.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. When was the Royal Canadian navy formed?

Q2. What happened to the Canadian navy between the two world wars?

Q3. Describe what happened to convoys during the Battle of the Atlantic.

ANTICIPATED ANSWERS

A1. 1910.

A2. The number of ships was drastically cut, and then eventually began to increase again.

A3. Various responses: U-boats attacked, sailors were lost, ships were lost, cargo was lost, etc.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Promoting an awareness of the Canadian navy is one of the aims of the cadet program, and knowledge of Canadian naval history will complement this.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO M220.03

A-CR-CCP-602/PG-001

EO M220.03 – RECOGNIZE NAVAL SHIP'S TRADITIONS

1. **Performance.** Recognize Naval Ship's Traditions.

2. **Conditions**

   a. Given:

      (1) supervision; and

      (2) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall recognize naval ship's traditions, to include:

   a. ship's commissioning;

   b. naval toasts; and

   c. naval customs.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how a naval vessel is brought into service with the Royal Canadian Navy (RCN), to include: a. keel laying; b. naming and launching; and c. commissioning.	Interactive Lecture	10 min	A1-028 C1-053 (pp. 168 to 178)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Interactive Lecture: 10 min

   c. Total: 15 min

6. **Substantiation.** An interactive lecture was chosen for TPs 1-3 to present background information while allowing the cadets to become involved in ship's traditions by asking and responding to questions.

7. **References**

   a. A1-028 The Department of National Defence. (2006). *Hmcs Montreal-About the Ship*. Retrieved 29 March 2007, from http://navy.dnd.ca/Montreal/home/index_e.asp.

   b. C1-053 (ISBN 0-88879-027-9) Russell, E.C. (1980). *Customs and Traditions of the Canadian Armed Forces*. Ottawa, ON: Deneau and Greenberg.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 3

EO M220.03 – RECOGNIZE NAVAL SHIP'S TRADITIONS

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Assign cadets roles as described in Annex E. Photocopy the handout at Annex E for cadets in advance of the lesson.

Ensure that the training area is set up in accordance with Annex F.

PRE-LESSON ASSIGNMENT

Cadets shall read Annex E to become familiar with their assigned roles prior to this lesson.

APPROACH

An interactive lecture was chosen for TP1 to TP3 to present background information while allowing the cadets to become involved in ship's traditions by asking and responding to questions.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to recognize the naval traditions associated with bringing a vessel into service, proposing toasts, and observing customs.

IMPORTANCE

It is important for cadets to learn about naval ship's traditions because they are interesting and informative. Recognizing traditions of the Canadian Navy can help cadets better value their membership in the Canadian Cadet Movement (CCM) by helping them develop a sense of belonging and pride.

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A-CR-CCP-602/PF-001

Teaching Point 1 — **Explain How a Naval Vessel Is Brought Into Service With the Royal Canadian Navy (RCN)**

Time: 10 min — Method: Interactive Lecture

BRINGING A NAVAL VESSEL INTO SERVICE

There are three events which take place before a naval vessel can be brought into service.

Keel Laying

The first step in bringing a vessel into service is the keel laying, which originally consisted of laying a large wooden beam, the ship's backbone, on a building berth. Today's modern ship construction method involves erecting several modules or building blocks which are then welded together. The keel is considered laid when the first of the modules is in place on the building berth. At this point, the new ship is simply referred to as Hull # (dependent on the number of ships built by that shipyard).



Department of National Defence. (2006). HMCS Montreal–About the Ship. Retrieved 29 March 2007, from http://www.navy.dnd.ca/montreal/home/index_e.asp

Figure 10-3-1 HMCS Montreal Forecastle Module

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Department of National Defence. (2006). HMCS Montreal–About the Ship. Retrieved 29 March 2007, from http://www.navy.dnd.ca/montreal/home/index_e.asp

Figure 10-3-2 HMCS Montreal Bridge Module

Naming and Launching

The second event is the naming and launching ceremony. The naming and launching ceremony are religiously symbolic and, in fact, naming a ship was once referred to as a ship's christening. The blessing of the ship by the clergy is a prayer for guidance and protection of the ship and her crew. The breaking of a bottle of wine or champagne against the bow of the ship is similar to a baptism.

Since the beginning of the Canadian Navy in 1910, naval ships have been named for Canadian cities, towns, provinces, lakes, bays, rivers, and regions. The newest of Canadian ships, the Halifax Class Patrol Frigates, and the Kingston Class Maritime Coastal Defence Vessels (MCDV), have continued that tradition and are all named for cities in every province and territory.

The naming and launching ceremony includes:

- a short speech by the builder;
- the blessing of the ship by a member of the clergy;
- the traditional breaking of a bottle of wine or champagne on the ship's bow;
- the formal naming of the ship by a representative of the builder, who is almost always a woman, using the traditional words: "I name you Her/His Majesty's Canadian Ship (local town). Bless this ship and all who sail in her"; and
- the launching of the ship into the water.

Commissioning

The commissioning ceremony is the last of the three events that bring a naval vessel into service. The modern commissioning ceremony is based on the tradition whereby captains were commissioned by the sovereign to take over a specific ship, make it ready, and then carry out a particular expedition on behalf of the crown. It was the responsibility of the appointed captain to see to it that the ship was fit for sea in all respects and provided with a ship's company who may or may not have been volunteers.

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Modern commissioning ceremonies usually take place inside the shipyard with the new ship secured alongside the jetty and includes:

- the ship's company fallen in on the jetty next to the ship;
- speeches by representatives of the builders, the Department of Supply and Service, and the Department of National Defence (DND);
- the signing of documents by the builder, government officials, senior officers of the Canadian Forces (CF), and the newly appointed ship's commanding officer;
- the symbolic presentation of the ship's keys to the commanding officer;
- a commissioning service conducted by the chaplain service of National Defence Headquarters (NDHQ);
- the hoisting of the naval ensign, Canadian flag, and the ship's pennant to the masthead;
- a speech by a guest of honour;
- an address by the commanding officer to the ship's company concluding with the order: "Man Her/His Majesty's Canadian Ship (name of ship)"; and
- piping the commanding officer aboard after the ship has been taken over by the officers and crew.
- After commissioning, the ship is ready to join the fleet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What is the first step in bringing a vessel into service with the Canadian Navy?

Q2. Since the beginning of the Canadian Navy in 1910, what have naval vessels been named after?

Q3. What is the last step in commissioning a ship?

ANTICIPATED ANSWERS

A1. The keel laying.

A2. They have been named after cities and towns, provinces, lakes, bays, rivers, and regions.

A3. After the ship's company has taken over the ship, the commanding officer is piped aboard.

END OF LESSON CONFIRMATION

The cadets' participation in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

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CLOSING STATEMENT

Recognizing naval ship's traditions is not just an interesting study of the way things used to be. Recognizing traditions can help us understand modern day customs and develop a sense of pride.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-028 The Department of National Defence. (2006). *HMCS Montreal – About the Ship.* Retrieved 29 March 2007, from http://www.navy.dnd.ca/Montreal/home/index_e.asp.

C1-053 (ISBN 0-88879-027-9) Russell, E.C. (1980). *Customs and Traditions of the Canadian Armed Forces.* Ottawa, ON: Deneau and Greenberg.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 3 OF EO M221.03

A-CR-CCP-602/PG-001

EO M221.03 – REEVE BLOCKS

1. **Performance.** Reeve Blocks.

2. **Conditions**

   a. Given:

      (1) line;

      (2) single block;

      (3) double block;

      (4) supervision; and

      (5) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall reeve blocks, to include:

   a. identifying the parts of a block; and

   b. identifying the types of blocks.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP3	Demonstrate and have the cadets practice reeving a line through a block.	Demonstration and Performance	10 min	A1-004 (p. 5-94) C1-003 (p. 216)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate reeving a rope through a block while providing an opportunity for the cadets to practice this skill under supervision.

7. **References**

   a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual.* Ottawa, ON: Department of National Defence.

   b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1).* London, England: Her Majesty's Stationery Office.

8. **Training Aids**

   a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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b. Line;

c. Single block;

d. Double block; and

e. Cutting tool.

9. **Learning Aids**

a. Line;

b. Single block; and

c. Double block.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 3

EO M221.03 – REEVE BLOCKS

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate reeving a rope through a block while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have reeved blocks.

IMPORTANCE

It is important for cadets to know how to reeve blocks as it is the first step in constructing pulley systems which will be introduced in future lessons. This skill will provide cadets with alternative options when lifting or moving heavy objects from one place to another.

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Teaching Point 3 — **Demonstrate and Have the Cadets Practice Reeving a Line Through a Block**

Time: 10 min — Method: Demonstration and Performance

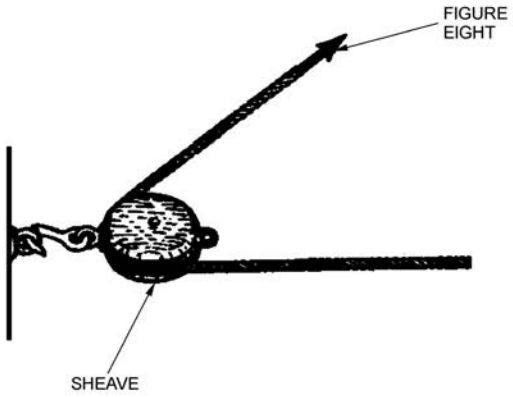
Explain and demonstrate how to reeve a line through a block.

REEVING

Lines are reeved through the sheave of the block.

When reeving blocks the line should be checked for kinks and tangles. Coiling or faking out the line will help prevent this from occuring.

Take one end of the line and feed it through the sheave of the block. When the line has been reeved through the block a figure eight knot shall be tied in the end.



Royal Navy, Admiralty Manual of Seamanship 1964, Her Majesty's Stationery Office (p. 216)

Figure 11-3-4 Reeving a Block

Allow the cadets to practice reeving a single block. The block should be attached to a wall or object to prevent the block from moving while reeving.

CONFIRMATION OF TEACHING POINT 3

The cadet's participation in reeving blocks will serve as the confirmation of this TP.

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END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

For a block to work efficiently the line must move freely; therefore lines should be free of kinks and tangles when reeving blocks. This skill will be applied in future rigging tasks.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual.* Ottawa, ON: Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 2 OF EO M221.05

A-CR-CCP-602/PG-001

EO M221.05 – RIG TACKLES

1. **Performance.** Rig Tackles.

2. **Conditions**

   a. Given:

      (1) twenty-six metres of line;

      (2) single blocks;

      (3) double blocks;

      (4) a load of 22 kg (50 pounds [lbs]) or less;

      (5) a strop;

      (6) supervision; and

      (7) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall rig tackles, to include:

   a. a single whip;

   b. a double whip;

   c. a luff; and

   d. a two-fold purchase.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP2	Explain the use of, demonstrate, and have the cadets rig a double whip, to include: a. determining mechanical advantage; b. rigging to advantage; and c. rigging to disadvantage.	Demonstration and Performance	10 min	C1-047 (pp. 3-150 to 3-153)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate how to rig a double whip while providing an opportunity for the cadets to practice this skill under supervision.

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7. **References.** C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids**

   a. Line;

   b. Single blocks;

   c. Double blocks;

   d. A load of 22 kg (50 lbs) or less; and

   e. A cutting tool.

9. **Learning Aids**

   a. Line;

   b. Single blocks;

   c. Double blocks;

   d. A load of 22 kg (50 lbs) or less; and

   e. A cutting tool.

10. **Test Details.** Cadets will rig tackles to lift a load of 22 kg (50 lbs) or less.

11. **Remarks.** If spring clip hooks are not available, the hook shall be moused prior to hoisting the load.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 5

EO M221.05 – RIG TACKLES

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate how to rig a double whip while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall rig tackles.

IMPORTANCE

It is important for cadets to know how to rig tackles to be able to perform tasks that would be otherwise too difficult to complete. This knowledge will provide assistance when completing future ropework tasks.

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Teaching Point 2 — **Explain the Use of, Demonstrate, and Have the Cadets Rig a Double Whip**

Time: 10 min — Method: Demonstration and Performance



Explain and demonstrate how to rig a double whip.

DOUBLE WHIP

A double whip consists of two single blocks and is used for hoisting.

STEPS TO RIGGING

1. Lay two single blocks on their cheeks with the beckets toward each other.
2. Label one block A and the other block B.
3. Starting with block A, secure the line to the becket with a bowline.
4. Reeve the other end of the line through the sheave of block B.
5. Reeve the line through the sheave of block A.
6. Finish rigging by tying a figure eight knot in the line's end.
7. Secure the standing block to a deckhead/post, etc.
8. Secure the load to block B.
9. Mouse all hooks.
10. Raise the load by hauling in on the hauling part.

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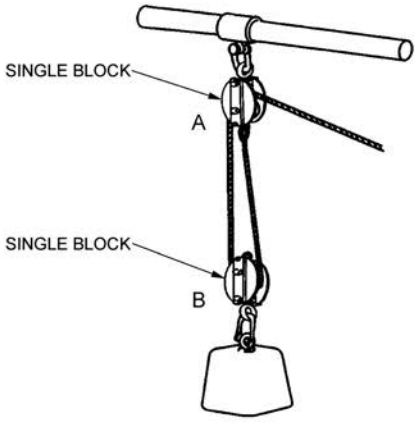

Command of Defence Council, BR 67 Admiralty Manual of Seamanship, Her Majesty's Stationery Office (p. 3-154)

Figure 11-5-2 Double Whip

MECHANICAL ADVANTAGE

The double whip provides a mechanical advantage of two or three depending on the number of lines coming from the moving block. In Figure 11-5-2 the MA equals two (rigged to disadvantage). If this tackle was reversed, it would result in three lines coming from the moving block, changing the MA to three (rigged to advantage).



Allow the cadets to practice rigging a double whip to both advantage and disadvantage.

CONFIRMATION OF TEACHING POINT 2

The cadets' rigging of a double whip will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' rigging of a double whip will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

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CLOSING STATEMENT

Rigging tackles free of twists and tangles will enable the line to move freely through the blocks ensuring the tackle works efficiently. The ability to rig tackles will provide the necessary assistance to perform tasks that require the movement of heavy loads, with little difficulty.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-047 (ISBN 0 11 772695 8) B-ON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship.* London, England: HMSO Publications Centre.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 2 OF EO M223.02

A-CR-CCP-602/PG-001

EO M223.02 – IDENTIFY THE WATCH SYSTEM

1. **Performance.** Identify the Watch System.

2. **Conditions**

   a. Given:

      (1) supervision; and

      (2) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall identify the watch system, to include:

   a. the organization of the watch system;

   b. the duty personnel positions; and

   c. the responsibilities of duty personnel.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP2	Describe the division of time for the watch system, to include: a. timings, to include: (1) middle watch (0000 hrs to 0400 hrs); (2) morning watch (0400 hrs to 0800 hrs); (3) forenoon watch (0800 hrs to 1200 hrs); (4) afternoon watch (1200 hrs to 1600 hrs); (5) first dog watch (1600 hrs to 1800 hrs); (6) last dog watch (1800 hrs to 2000 hrs); and (7) first watch (2000 hrs to 0000 hrs); and b. bells.	Interactive Lecture	10 min	A1-024 (p. 7-2)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Interactive Lecture: 10 min

   c. Total: 15 min

6. **Substantiation.** An interactive lecture was chosen for this lesson to present basic material and orient the cadets to the watch system.

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Verify against the official publication.

7. **References.** A1-024 Venture Naval Officer Training Centre. (2005). *Naval Environmental Training Programme - Officers Handbook*. Esquimalt, BC: Venture Naval Officer Training Centre.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 2

EO M223.02 – IDENTIFY THE WATCH SYSTEM

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to present basic material and to orient the cadets to the watch system.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the watch system.

IMPORTANCE

It is important for cadets to identify the watch system because it is used throughout Sea Cadet training and cadets may be required to stand watch during training exercises.

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Teaching Point 2 — **Describe the Division of Time for the Watch System**

Time: 10 min — Method: Interactive Lecture

TIMINGS FOR WATCHES

Each watch will be assigned a time that they will be on duty (e.g. port assigned the middle watch/blue assigned the morning watch), depending on the watch system being used. The timings for the watches are outlined in the table below.

Watch	Timings
Middle watch	0000hrs to 0400hrs
Morning watch	0400hrs to 0800hrs
Forenoon watch	0800hrs to 1200hrs
Afternoon watch	1200hrs to 1600hrs
First dog watch	1600hrs to 1800hrs
Last dog watch	1800hrs to 2000hrs
First watch	2000hrs to 0000hrs



The dog watches are only half the time of the others to create a seventh watch, ensuring that personnel do not stand the same watch every day.

BELLS AND WATCHES

Each watch begins and ends with eight bells being rung, with the exception of the first dog watch, which ends with four bells, and the last dog watch, which begins with four bells. The bell is rung every half hour increasing the number of rings consecutively from the start of the watch resulting with eight bells at the end of the watch (with the exception of the dog watches). For example the bells rung during the forenoon watch would be as follows:

- eight bells at 0800hrs,
- one bell at 0830hrs,
- two bells at 0900hrs,
- three bells at 0930hrs,
- four bells at 1000hrs,
- five bells at 1030hrs,
- six bells at 1100hrs,
- seven bells at 1130hrs, and
- eight bells at 1200hrs.

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It is not common practice for bells to be used to indicate time aboard a ship today, as it was in the past. Currently the bell is only struck at colours, at anchor in fog/bad visibility, or to sound the general alarm in the event of an emergency.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What are the timings for the first watch?

Q2. Why are dog watches half the time of the other watches?

Q3. How many bells are rung at the end of the first dog/beginning of the last dog watch?

ANTICIPATED ANSWERS

A1. 2000hrs to 0000hrs.

A2. To ensure that personnel are not standing the same watch every day.

A3. Four.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are the two watch systems called?

ANTICIPATED ANSWERS

A1. Port and starboard, and red, white and blue.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The watch system is used during many Sea Cadet activities (e.g. Sea Cadet Training Vessel activities [SCTV]). Cadets are responsible for numerous positions within the watch. This ensures the safety and 24-hour operation of cadet training activities. The watch system is an aspect of serving within a naval environment.

INSTRUCTOR NOTES/REMARKS

N/A.

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REFERENCES

A1-024 Venture Naval Officer Training Centre. (2005). *Naval Environmental Training Programme – Officers Handbook*. Esquimalt, BC: Venture Naval Officer Training Centre.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO M223.07

A-CR-CCP-602/PG-001

EO M223.07 – IDENTIFY THE PROCEDURE FOR BERTHING A SHIP

1. **Performance.** Identify the Procedure for Berthing a Ship.

2. **Conditions**

   a. Given:

      (1) line;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall identify the procedure for berthing a ship, to include:

   a. berthing lines; and

   b. line handling.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify berthing lines, to include: a. the types of lines, and b. the locations of lines.	Interactive Lecture	10 min	A1-004 (pp. 6-10 and 6-11)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Interactive Lecture: 10 min

   c. Total: 15 min

6. **Substantiation.** An interactive lecture was chosen for TP1 to introduce the cadets to berthing lines and to give an overview of the procedure for berthing and slipping a ship.

7. **References**

   a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual.* Ottawa, ON: Department of National Defence.

   b. C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 7

EO M223.07 – IDENTIFY THE PROCEDURE FOR BERTHING A SHIP

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to introduce the cadets to berthing lines and to give an overview of the procedure for berthing and slipping a ship.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the procedure for berthing a ship.

IMPORTANCE

It is important for cadets to identify the procedure for berthing a ship because it will be used when training aboard Sea Cadet Training Vessels (SCTVs). A ship can slip easier from a berth when this procedure is followed and berthing lines are secured properly.

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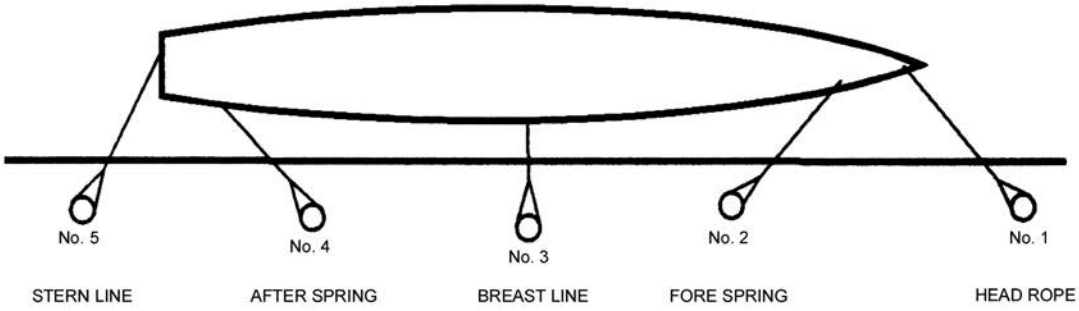
Teaching Point 1 **Identify Berthing Lines**

Time: 10 min Method: Interactive Lecture

A ship is said to berth when it comes alongside a pier or jetty.



B-GN-181-105/FP-E00 (p. 6-11)

Figure 12-7-1 Berthing Lines

A ship's berthing arrangement depends on the size and characteristics of the ship. Each berthing line has a special name and purpose, which are as follows:

Breast Line. Line extending from midships that controls the lateral movement/distance that the ship lies from the jetty.

Head Rope. Line extending from the bow of the ship that is used to adjust the ship's position alongside a jetty.

Spring Line. Controls the fore and aft position of the ship. Any spring line that leads aft and prevents the ship from moving forward is called a head/fore spring. Any spring line that leads forward and prevents the ship from moving aft is called a back/after spring.

Stern Line. Line extending from the stern of the ship that is used to adjust the ship's position alongside a jetty.

Berthing lines are numbered consecutively, with number one being the head rope (as illustrated in Figure 12-7-1).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What does berthing mean?

Q2. What is the purpose of the head rope?

Q3. Which line controls the distance that the ship lies from the jetty?

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ANTICIPATED ANSWERS

A1. When a ship comes alongside a pier or jetty.

A2. It is used to adjust the ship's position alongside a jetty.

A3. The breast line.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Berthing and slipping procedures used on a ship require teamwork among the crew. These procedures will be used when training aboard Sea Cadet Training Vessels (SCTVs).

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.

C1-047 (ISBN 0 11 772695 8/B-ON-050-002/PT-004) Command of the Defence Council. (1995). *BR 76 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TPS 1 AND 2 OF EO M224.02

A-CR-CCP-602/PG-001

EO M224.02 – PREPARE FOR SAIL TRAINING

1. **Performance.** Prepare for Sail Training.

2. **Conditions**

   a. Given:

      (1) fully equipped sailboat;

      (2) helmets;

      (3) PFD;

      (4) supervision; and

      (5) assistance as required.

   b. Denied: N/A.

   c. Environmental: Sail centre.

3. **Standard.** In accordance with the *CYA White Sail I Practical Skills Checklist*, the cadet shall:

   a. select appropriate personal clothing based on the weather forecast for the sail training day (i.e. rainy, hot, or cold day);

   b. select personal safety equipment, to include:

      (1) a PFD;

      (2) a helmet; and

      (3) footwear.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to protect oneself from sunburns and hypothermia, to include: a. wearing sunscreen; b. wearing a hat; c. identifying the signs of hypothermia; and d. treatment of hypothermia.	Interactive Lecture	5 min	C1-007 (pp. 24 and 25) C0-027
TP2	Explain the general clothing to be worn during sailing activities, to include: a. a PFD (selecting and wearing); b. footwear; and c. a helmet.	Interactive Lecture	5 min	C1-007 (pp. 24 and 25) A1-010 (chapter 1 Para 17) C0-027

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5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Total:	15 min

6. **Substantiation.** An interactive lecture was chosen for TP1 and TP2 to present basic material and to orient the cadets to aspects of sail training required prior to participating in practical training.

7. **References**

a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.

b. C0-027 Canadian Red Cross. (1999-2006). *PFD Checklist*. Retrieved 2 October 2006, from http://www.redcross.ca/article.asp?id=001039&tid=024.

c. C0-027 Canadian Red Cross. (1999-2006). *Lifejacket Comparison Chart*. Retrieved 8 November 2006, from http://croixrouge.ca/article.asp?id=002542&tid=014.

d. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

e. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level I Practical Skills Checklist.* Retrieved 3 April 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.

f. C1-009 Canadian Dermatology Association. (ND). *Facts About Sun Exposure: Prevention*. Retrieved 4 April 2006, from http://www.dermatology.ca/sun/facts_e.html.

g. C1-098 Office of Boating Safety. (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada, as represented by Transport Canada.

8. **Training Aids**

a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for classroom/training area;

b. PFD;

c. Helmet; and

d. *CYA White Sail I Practical Skills Checklist*.

9. **Learning Aids**

a. PFD;

b. Helmet;

c. Paper; and

d. Pens/pencils.

10. **Test Details.** Cadets will be assessed in accordance with the *CYA White Sail I Practical Skills Checklist* during the mandatory sail weekend.

11. **Remarks.** Instructors shall ensure cadets are properly dressed, according to the weather, prior to participating in this EO.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 2

EO M224.02 – PREPARE FOR SAIL TRAINING

Total Time:	15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to present basic material and to orient the cadets to aspects of sail training required prior to participating in practical training.

INTRODUCTION

REVIEW

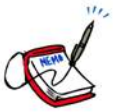
N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to choose the appropriate personal clothing.

IMPORTANCE

It is important for cadets to wear the appropriate clothing, in order to be prepared for sailing activities.



The timings allocated in this EO are for instruction only.

Cadets will be provided additional training time during M224.04 (Sail a Sailboat) to complete the practical skills as required. For example, self-recovery is an evaluated skill in accordance with the *CYA White Sail I Practical Skills Checklist*, but the cadets will not be evaluated on this skill until M224.04 (Sail a Sailboat).

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Teaching Point 1 — **Explain How to Protect Oneself from Sunburns and Hypothermia**

Time: 5 min — Method: Interactive Lecture

IMPORTANCE OF PROTECTION FROM THE SUN

Sailing is an outdoor sport and therefore protection from the weather, especially the sun, is integral. Heat stroke, heat exhaustion, and sunburns are very common heat-related injuries that can occur when sailing in various types of weather.

According to the Canadian Dermatology Association, the following precautions should be observed to protect against sun exposure:

- Reduce sun exposure between 10:00 a.m. and 4:00 p.m..
- Seek shade or create shade.
- Wear clothing to cover arms and legs.
- Wear a wide brimmed hat.
- Always wear sunscreen with a minimum of sun protection factor (SPF) # 15 or higher with ultraviolet A (UVA) and ultraviolet B (UVB) protection.



Sailing will normally take place during the recommended time to limit sun exposure so the following precautions are a must. Due to harmful UV rays, sunscreen should be worn regardless of weather conditions.

HYPOTHERMIA

Hypothermia is the condition of having an abnormally low body temperature. This is caused by exposure to cold air temperature or cold water, both of which can occur when sailing.

Signs of Hypothermia

Some of the signs that can determine if someone is suffering from hypothermia are as follows:

- shivering;
- slowing down of motor skills;
- slowing down and falling behind;
- numb hands and feet;
- dazed, confused, careless or forgetful behaviour;
- slowed or slurred speech;
- dilated pupils; and
- decreased attention span.

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Even on warm summer days, it is likely to be cool out on the water. You should always dress warmly, especially when the air temperature is below 21 degrees Celsius or the water is below 18 degrees Celsius. Generally, it is better to overdress as you can always remove layers if you get too warm.

Treatment of Hypothermia

If it is suspected that someone is suffering from hypothermia, the following treatments are recommended:

- get out of the water;
- get out of the wind;
- remove wet clothing; and
- begin controlled re-warming, by having the individual:
  - take a warm bath (not too hot);
  - drink a warm (not hot), non-alcoholic, drink;
  - warm-up by layering blankets; and
  - cuddle with another person, using body heat to slowly warm the core temperature.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What are some precautions that should be followed to protect oneself from sun exposure?

Q2. What is hypothermia?

Q3. What are some of the signs of hypothermia?

ANTICIPATED ANSWERS

A1. The following precautions should be observed when protecting against sun exposure:

- Reduce sun exposure between 10:00 a.m. and 4:00 p.m..
- Seek shade or create shade.
- Wear clothing to cover arms and legs.
- Wear a wide brimmed hat.
- Always wear sunscreen with a minimum of sun protection factor (SPF) # 15 or higher with ultraviolet A (UVA) and ultraviolet B (UVB) protection.

A2. Hypothermia is the condition of having an abnormally low body temperature.

A3. Someone suffering from hypothermia may display the following signs:

- shivering;
- slowing down of motor skills;
- slowing down and falling behind;

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- numb hands and feet;
- dazed, confused, careless or forgetful behaviour;
- slowed or slurred speech;
- dilated pupils; and
- decreased attention span.

Teaching Point 2 **Explain the General Clothing to be Worn During Sailing Activities**

Time: 5 min Method: Interactive Lecture

SELECTING AND WEARING A PERSONAL FLOTATION DEVICE (PFD)

A flotation device is mandatory for all on-water activities. There are two types, lifejackets and PFDs.

Lifejackets are designed to keep a person's face out of the water by rolling them onto their back should they become unconscious. Lifejackets are larger, bulkier, more uncomfortable and can only be found in two sizes (90 lbs and above and 90 lbs and below).

PFDs are designed for sporting activities and therefore are smaller, more comfortable and allow for easier movement. PFDs can be found in a range of sizes (based on chest sizes for adults and body weight for children) and colours. They are recommended for all small vessel recreational activities.



All cadets will be provided with a DND-issued cadet PFD. No other PFD is to be worn.

PFDs must be worn over the outer layer of clothing.



For the policies on wearing of and caring for PFDs, refer to A-CR-CCP-030/PT-001, *Water Safety Orders*, Chapter 1, paragraphs 16–19 and paragraphs 22–24.

PFDs must meet the following requirements:

- **Suitable for the Weight and Size of the Person.** The recommended weight range for a PFD is stipulated on the inside tag.
- **Suitable for Activity.** The PFD should be comfortable for the activity taking place.
- **In Good Condition With no Tears or Rips.** PFDs are designed to work when they are in the best condition. Tears, rips, stains, etc. render the PFD useless. Ensure all zippers, straps, clips, etc. are intact and functioning properly.
- **Snug Fit.** The PFD should fit so as not to slip off in the water.
- **Fisheries and Oceans Canada – Canadian Coast Guard (CCG) or Transport Canada approved.** Approval will be identified on the inside tag of the PFD.

The Canadian Red Cross has produced a PFD checklist of questions to ask when selecting a PFD:

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- Is it Canadian-approved?
- Will it support the cadet wearing it?
- Are all the snaps, belts, ties, tapes and/or zippers in good condition?
- Is it easy to put on and take off?
- Does it allow the cadet's arms to move freely when wearing it?
- Does it allow the cadet to bend at the waist?
- Can the cadet see the ground at their feet and walk over obstacles easily?
- Does it keep the cadet's head above water?
- Does it allow the cadet to swim and manoeuvre easily in the water?

FOOTWEAR

Shoes for sail training must be soft-soled to enable better traction on the surface of a sailboat and closed-toed to help prevent injuries to the cadets' feet (running shoes fit these criteria).



For the policy on footwear refer to A-CR-CCP-030/PT-001, Chapter 4, paragraph 20.

WEARING A HELMET

All cadets participating in on the water sail activities, who are qualified to the CYA White Sail II level and below, must wear a regionally approved helmet. A kayak type helmet is recommended. A helmet will also provide protection against the sun.



For the policy on wearing a helmet, refer to A-CR-CCP-030/PT-001, Chapter 4, paragraph 19.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What requirements must a PFD meet?

Q2. What type of shoes shall be worn when sailing?

Q3. What must you wear if you have a White Sail Level II or below qualification?

ANTICIPATED ANSWERS

A1. PFDs must meet the following requirements:

- suitable for the weight and size of the person,
- suitable for the activity,

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- in good condition with no tears or rips,
- snug fit, and
- Fisheries and Oceans Canada–Canadian Coast Guard (CCG) or Transport Canada approved.

A2. Soft-soled shoes.

A3. A helmet.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are some of the recommended treatments for hypothermia?

Q2. What are the main differences between a lifejacket and a PFD?

ANTICIPATED ANSWERS

A1. If it suspected that someone is suffering from hypothermia, the following treatments are recommended:

- get out of the water;
- get out of the wind;
- remove wet clothing; and
- begin controlled re-warming, by having the individual:
  - take a warm bath (not too hot);
  - drink a warm (not hot), non-alcoholic, drink;
  - warmed by layering blankets; and
  - cuddled by another person, using body heat to slowly warm the core temperature.

A2. Lifejackets are designed to keep a person's face out of the water by rolling them onto their back should they become unconscious. Lifejackets are larger, bulkier, more uncomfortable and can only be found in two sizes (90 lbs and above and 90 lbs and below).

PFDs are designed for sporting activities and therefore are smaller, more comfortable and they allow for easier movement. PFDs can be found in a range of sizes (based on chest sizes for adults and body weight for children) and colours.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

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CLOSING STATEMENT

Safety is a number one concern while participating in aspects of cadet training. Being familiar with safety procedures and equipment will allow for more enjoyable sail training.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.

C0-027 Canadian Red Cross. (1999–2006). *PFD Checklist*. Retrieved 2 October 2006, from http://www.redcross.ca/article.asp?id=001039&tid=024.

C0-027 Canadian Red Cross. (1999–2006). *Lifejacket Comparison Chart*. Retrieved 8 November 2006, from http://croixrouge.ca/article.asp?id=002542&tid=014.

C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level I Practical Skills Checklist*. Retrieved 3 April 2006, from www.sailing.ca/cbet/content/WIChecklist.doc.

C1-009 Canadian Dermatology Association. (ND). *Facts About Sun Exposure: Prevention*. Retrieved 4 April 2006, from http://www.dermatology.ca/sun/facts_e.html.

C1-098 Office of Boating Safety. (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada, as represented by Transport Canada.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – TP 1 OF EO C207.01

A-CR-CCP-602/PG-001

EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN ARMY AND AIR CADETS

1. **Performance.** Identify the Rank Structure of the Royal Canadian Army and Air Cadets.

2. **Conditions**

   a. Given:

      (1) supervision; and

      (2) assistance as required.

   b. Denied: N/A.

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

3. **Standard.** In accordance with specified references, the cadet shall identify the rank structure of:

   a. the Royal Canadian Army Cadets; and

   b. the Royal Canadian Air Cadets.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the Army and Air Cadet rank structure, to include: a. Private (Pte); b. Corporal (Cpl); c. Master Corporal (MCpl); d. Sergeant (Sgt); e. Warrant Officer (WO); f. Master Warrant Officer (MWO); g. Chief Warrant Officer (CWO); h. Air Cadet (AC); i. Leading Air Cadet (LAC); j. Corporal (Cpl); k. Flight Corporal (FCpl); l. Sergeant (Sgt); m. Flight Sergeant (FSgt); n. Warrant Officer Second Class (WO2); and o. Warrant Officer First Class (WO1).	Interactive Lecture	10 min	A3-004 (pp. 1 to 9) A2-030 (pp. 1/5 to 5/5, A-1/1, and B-1/2)

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5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Total:	15 min

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the Army and Air Cadet rank structure, to generate interest, and to present basic material.

7. **References**

   a. A2-030 CATO 40-03 D Cdts 4. (2005). *Army Cadet Ranks and Cadet Corps*. Ottawa, ON: Department of National Defence.

   b. A3-004 CATO 51-02 D Cdts 4. (2007). *Air Promotions*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

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ROYAL CANADIAN SEA CADETS

PHASE TWO

INSTRUCTIONAL GUIDE

SECTION 5

EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN ARMY AND AIR CADETS

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-602/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Photocopy the handout of ranks located at Annex G for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to the Army and Air Cadet rank structure, to generate interest, and to present basic material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the rank structure of the Royal Canadian Army and Air cadets.

IMPORTANCE

It is important for cadets to identify the rank structure of the Army and Air Cadets to better understand the structure of other elements. Knowing the rank structure and insignia will help cadets address other cadets and gain an appreciation for the differences and similarities between sea, Army and Air Cadets.

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Teaching Point 1 **Identify the Army and Air Cadet Rank Structure**

Time: 10 min Method: Interactive Lecture



Both Army and Air Cadet ranks have chevrons and crowns, just like Sea Cadets. Although, Sea Cadets have an anchor and Air Cadets have a propeller on some of their insignia.

Distribute handouts of the cadet rank insignia located at Annex G and briefly introduce the cadets to Army and Air Cadet ranks.

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CADET RANK INSIGNIA

SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS) (NO BADGE)	CADET (NO BADGE)	AIR CADET (AC) (NO BADGE)
ABLE SEAMAN (AB)	PRIVATE (Pte)	LEADING AIR CADET (LAC)
LEADING SEAMAN (LS)	CORPORAL (Cpl)	CORPORAL (Cpl)
MASTER SEAMAN (MS)	MASTER CORPORAL (MCpl)	FLIGHT CORPORAL (FCpl)
PETTY OFFICER SECOND CLASS (PO2)	SERGENT (Sgt)	SERGEANT (Sgt)
PETTY OFFICER FIRST CLASS (PO1)	WARRANT OFFICER (WO)	FLIGHT SERGEANT (FSgt)
CHIEF PETTY OFFICER SECOND CLASS (CPO2)	MASTER WARRANT OFFICER (MWO)	WARRANT OFFICER SECOND CLASS (WO2)
CHIEF PETTY OFFICER FIRST CLASS (CPO1)	CHIEF WARRANT OFFICER (CWO)	WARRANT OFFICER FIRST CLASS (WO1)

D Cdts 3, 2007, Ottawa ON: Department of National Defence

Figure 7-5-1 Cadet Ranks

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CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What does the rank insignia for a corporal look like?

Q2. What rank has two chevrons and a maple leaf?

Q3. What does the rank insignia for a warrant officer look like?

Q4. What does the rank insignia for leading Air Cadet look like?

Q5. What is the highest rank an Air Cadet can obtain?

ANTICIPATED ANSWERS

A1. Two chevrons.

A2. Master Corporal (MCpl).

A3. A crown.

A4. A propeller.

A5. Warrant Officer First Class (WO1).

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being able to identify the ranks of the Army and Air Cadets will make it easier to understand the ranks worn on their uniforms. Cadets may gain an appreciation for the differences and similarities between sea, Army and Air Cadets.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-030 CATO 40-03 D Cdts 4. (2005). *Army Cadet Ranks and Cadet Corps.* Ottawa, ON: Department of National Defence.

A3-004 CATO 51-02 D Cdts 4. (2007). *Air Promotions.* Ottawa, ON: Department of National Defence.

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Chapter 7, Annex G

CADET RANK INSIGNIA

SEA CADET RANKS	ARMY CADET RANKS	AIR CADET RANKS
ORDINARY SEAMAN (OS) (NO BADGE)	CADET (NO BADGE)	AIR CADET (AC) (NO BADGE)
ABLE SEAMAN (AB)	PRIVATE (Pte)	LEADING AIR CADET (LAC)
		
LEADING SEAMAN (LS)	CORPORAL (Cpl)	CORPORAL (Cpl)
		
MASTER SEAMAN (MS)	MASTER CORPORAL (MCpl)	FLIGHT CORPORAL (FCpl)
		
PETTY OFFICER SECOND CLASS (PO2)	SERGENT (Sgt)	SERGEANT (Sgt)
		
PETTY OFFICER FIRST CLASS (PO1)	WARRANT OFFICER (WO)	FLIGHT SERGEANT (FSgt)
		
CHIEF PETTY OFFICER SECOND CLASS (CPO2)	MASTER WARRANT OFFICER (MWO)	WARRANT OFFICER SECOND CLASS (WO2)
		
CHIEF PETTY OFFICER FIRST CLASS (CPO1)	CHIEF WARRANT OFFICER (CWO)	WARRANT OFFICER FIRST CLASS (WO1)
		

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INSTRUCTIONAL TECHNIQUES ASSESSMENT FORM

Cadet's Name: _____ Division: _____

Lesson Topic: _____

Criteria	Comments	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Selected a lesson location.				
Set up the lesson location.				
Used a lesson plan.				
Selected an appropriate method(s) of instruction.				
Reviewed previous lesson material.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Described where the knowledge/skill will be applied.				
BODY				
Applied the principles of instruction. (interest, comprehension, emphasis, participation, accomplishment and confirmation)				
Selected an appropriate instructional aid(s).				

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Criteria	Comments	Incomplete	Completed With Difficulty	Completed Without Difficulty
END OF LESSON CONFIRMATION				
Used questions/activity to confirm knowledge or skills.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
Described the next lesson.				
EFFECTIVE-SPEAKING TECHNIQUES				
Applied the elements of voice control. (pitch, tone, volume, speed, pause and articulation)				
Used appropriate body language.				
Maintaining appropriate dress and deportment.				
QUESTIONING TECHNIQUES				
Choose appropriate types of questions.				
Applied the questioning sequence. (pose, pause, pounce, ponder and praise)				
FEEDBACK				

Assessor's Signature

Date

Cadet's Signature

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LIST OF TOPICS

1. Your personal involvement within the cadet corps.
2. One fun event in which you took part at a Cadet Summer Training Centre.
3. One subject or topic area you would like to see added to/expanded on in the current training program.
4. One goal you have set or attained while in cadets.
5. Where you see yourself within the corps in the future.
6. One fun event in which you took part with the corps.
7. Your first night as a cadet.
8. Your first trip with the corps.
9. Your first visit to the sail centre.
10. Why you joined cadets.

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VERBAL PRESENTATION FEEDBACK FORM

Name: _____ Date: _____

Length: 1 min **Start: _____** **End: _____** **Total: _____**

Criteria	Comments	Yes	No
Introduction			
Body			
Conclusion			
Voice			
Body Language			
Dress & Deportment			
Presentation Aid(s)			
Comments:			
Strengths	**Areas for Improvement**		

_____ _____

Instructor's Signature Cadet's Signature

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THE LESSON PLAN

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

The lesson plan is arranged in this specific order:

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

INTRODUCTION

The introduction is the instructor's first verbal interaction with the cadets. It should capture the cadets' interest. The following should be included in the introduction of a lesson plan:

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



Read the "Objective" and "Importance" paragraphs in the IG for help in writing the introduction of the lesson plan.

BODY

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

Each TP in the lesson includes:

- **Introduction.** Briefly introduce the content to be taught during the TP.
- **Teaching Method.** Identifies which teaching method has been chosen for the given TP.
- **Lesson Content.** Presents the lesson content in a clear and logical order, from easy to difficult or known to unknown.
- **Confirmation.** Confirmation of the TP may be oral questions, games, role-play or an in-class or practical activity. Instructional guides offer suggestions on how to confirm TPs. Instructors may choose to use those confirmation suggestions or develop their own.

END OF LESSON CONFIRMATION

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

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

CONCLUSION

The conclusion of a lesson allows the instructor to give a summary of key points and link them to the coming lessons and their practical use.

- **A Summary of Important Points and Any Weak Areas.** The summary reviews the main TPs. The depth of the summary will be determined by the lesson objectives and the results of the cadets' end of lesson confirmation/test. If the cadets achieved the objectives successfully, the summary may be brief. If they experienced some difficulties, the instructor should summarize them here and indicate how the issue will be addressed.
- **Re-Motivation Statement.** The re-motivation statement restates the importance of the lesson (the "why") and re-motivates the cadets. The instructor should also take this time to give an overview of the next lesson and any precautions the cadets should be aware of when using the knowledge they have gained in a practical setting.



Read the "Closing Statement" paragraph in the IG for help in writing the conclusion of the lesson plan.

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DRILL LESSON PLAN

EO #:	Title of the EO:	
Instructor:	Location:	Total Time: min
TIME	**REVIEW**	NOTES
	PO/EO#: **ENABLING OBJECTIVE:**	
TIME	**INTRODUCTION**	NOTES
	What: **Why:** **Where:**	
TIME	**BODY**	NOTES
	TP 1: (First Movement) **Formation:** **Confirm TP 1:**	

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	TP 2: (Second Movement): **Formation:** **Confirm TP 2:**	
TIME	**END OF LESSON CONFIRMATION**	NOTES
TIME	**CONCLUSION**	NOTES
	Summary: In this lesson you have learned **Re-Motivation:** Your next lesson will be	

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PLAN A DRILL LESSON CHECKLIST

PREPARATION	NOTES
Have you: ☐ Selected an appropriate squad location? ☐ Written a lesson plan?	
INTRODUCTION	
Does your introduction: ☐ Review previous lesson material? ☐ State what the cadets will learn? ☐ Describe why the movement is important to learn? ☐ Describe where and when the movement can be used? ☐ Describe how the cadets will be assessed?	
BODY	
Does the body of your lesson: ☐ Demonstrate the complete movement with the instructor calling the time? ☐ Explain the movement? ☐ Demonstrate and explain the first part of the movement? ☐ Provide time for the squad to ask questions? ☐ Permit practice of the first part of the movement (collectively, individually, collectively)? ☐ Teach the second and each subsequent movement following the sequence described above? ☐ Permit practice of the complete movement with: ☐ the instructor calling the time; ☐ the cadets calling the time; and ☐ the cadets judging the time? ☐ Confirm each TP? ☐ Include two complete demonstrations?	

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END OF LESSON CONFIRMATION	NOTES
☐ Did you conduct an end of lesson confirmation?	
CONCLUSION	
Does your conclusion: ☐ Restate the movement taught and where or when it will be used? ☐ Re-motivate the cadets by: ☐ comment on the cadets' progress; and ☐ re-state why the drill movement just learned is important? ☐ Describe the next lesson?	

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Verify against the official publication.

LIST OF APPROVED 15-MINUTE DRILL TOPICS

Teach the movement of attention from stand at ease, and stand at ease from attention (M108.01 [Adopt the Positions of Attention, Stand at Ease and Stand Easy], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 1).

Teach the movement of stand easy from stand at ease, and stand at ease from stand easy (M108.01 [Adopt the Positions of Attention, Stand at Ease and Stand Easy], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 1).

Teach a salute to the front (M108.02 [Execute a Salute at the Halt Without Arms], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 2).

Teach a salute to the right (left) (M108.02 [Execute a Salute at the Halt Without Arms], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 2).

Teach the right turn at the halt (M108.03 [Execute Turns at the Halt], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 3).

Teach the left turn at the halt (M108.03 [Execute Turns at the Halt], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 3).

Teach the about turn at the halt (M108.03 [Execute Turns at the Halt], A-CR-CCP-601/PG-001, Chapter 4, Section 8 and A-CR-CCP-601/PF-001, Chapter 8, Section 3).

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.01 (MOVEMENT OF ATTENTION FROM STAND AT EASE, AND STAND AT EASE FROM ATTENTION)

A-CR-CCP-601/PG-001

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY

1. **Performance.** Adopt the Positions of Attention, Stand at Ease, and Stand Easy.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:

   a. attention from stand at ease; and

   b. stand at ease from attention.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate the movement of attention from stand at ease and allow cadets to practice.	Demonstration and Performance	5 min	A0-002 (pp. 2-2 to 2-8)
TP2	Explain and demonstrate the movement of stand at ease from attention and allow cadets to practice.	Demonstration and Performance	5 min	A0-002 (pp. 2-2 to 2-8)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

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A-CR-CCP-601/PG-001

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the drill movement during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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A-CR-CCP-601/PF-001

COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 1

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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A-CR-CCP-601/PF-001

OBJECTIVES

By the end of this lesson the cadet shall be expected to adopt the positions of attention and stand at ease.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1 **Adopting the Position of Attention From Stand at Ease**

Time: 5 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

In order to adopt the position of attention from stand at ease, the cadet shall:

On the command ATTENTION BY NUMBERS, SQUAD – ONE, bend the left knee and shift the balance to the right foot.

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO:

1. straighten the left leg in double time, place the foot smartly on the ground, toe touching first, followed by the heel, and with heels aligned; and
2. simultaneously, with a quick motion, bring the arms and hands to the position of attention.

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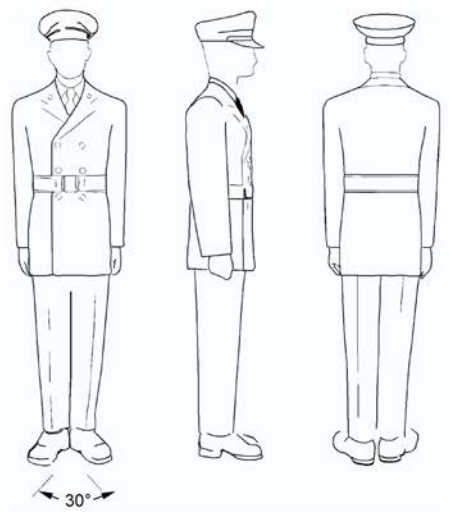

A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-1 The Position of Attention



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-2 Fists at Position of Attention



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ATTEN – TION, combine the two movements. The timing is called as “one”.

The instructor(s) shall provide a full demonstration and allow time for practice.

CONFIRMATION OF TEACHING POINT 1

Cadets will adopt the position of attention as a squad.

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Teaching Point 2 **Adopting the Position of Stand at Ease From Attention**

Time: 5 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The position of standing at ease is an intermediate position between attention and standing easy. It allows no relaxation, but can be maintained without strain for a longer time than the position of attention.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command STAND AT EASE BY NUMBERS, SQUAD – ONE, the cadet shall bend the left knee.

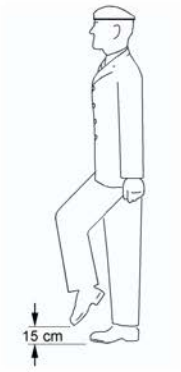

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Figure 8-1-3 Squad One – Stand at Ease

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, the cadet shall:

1. carry the left foot to the left, straightening it in double time, and place it smartly flat on the ground with the inside of the heels 25 cm apart;
2. simultaneously, with a quick motion, bring the arms behind the back, stretched to their full extent, and place the back of the right hand in the palm of the left, with thumbs crossed right over left, the fingers together and extended; and
3. balance the body with the weight evenly distributed on both feet.

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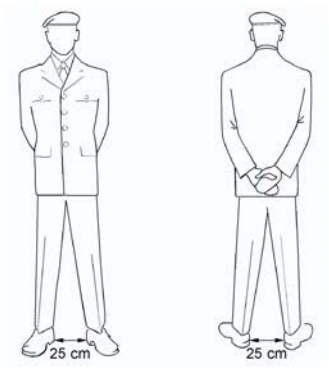

A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-4 The Position of Stand at Ease

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command STAND AT – EASE, combine the two movements. The timing is "one."

The instructor(s) shall provide a full demonstration and allow time for practice.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

CONFIRMATION OF TEACHING POINT 2

Cadets will adopt the position of stand at ease as a squad.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing the positions of attention, stand at ease and stand easy, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

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CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.01 (MOVEMENT OF STAND EASY FROM STAND AT EASE, AND STAND AT EASE FROM STAND EASY)

A-CR-CCP-601/PG-001

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY

1. **Performance.** Adopt the Positions of Attention, Stand at Ease, and Stand Easy.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:

   a. stand easy from stand at ease; and

   b. stand at ease from stand easy.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate the movement of stand easy from stand at ease and allow cadets to practice.	Demonstration and Performance	5 min	A0-002 (pp. 2-2 to 2-8)
TP2	Explain and demonstrate the movement of stand at ease from stand easy and allow cadets to practice.	Demonstration and Performance	5 min	A0-002 (pp. 2-2 to 2-8)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

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A-CR-CCP-601/PG-001

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the drill movement during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 1

EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE AND STAND EASY

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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A-CR-CCP-601/PF-001

OBJECTIVES

By the end of this lesson the cadet shall be expected to adopting the positions of stand easy and stand at ease.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 4 — **Adopting the Position of Stand Easy**

Time: 5 min — Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The position of stand easy is ordered when it is desirable to permit cadets to relax. This command is only given when the squad is in the position of stand at ease.

On the comand STAND – EASY, the cadet shall:

1. close the hands and bring the arms to the position of attention; and
2. relax.

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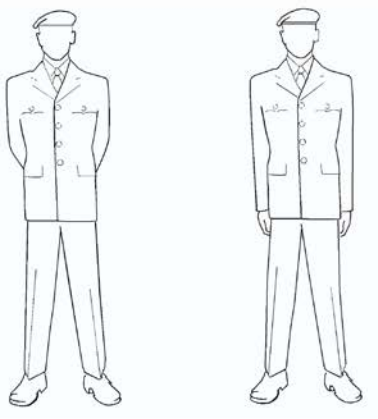

A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-5 Stand Easy From Stand at Ease

When standing easy, the cadet may, with permission, move all but the feet and adjust clothing and equipment, but shall not talk.

PRACTICE THE COMPLETE MOVEMENT WITH TIMING

Practice the squad on the first movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

Combine the preceding movements with timing. The instructor(s) shall provide a full demonstration and allow time for practice.

Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

CONFIRMATION OF TEACHING POINT 4

Cadets will adopt the position of stand easy as a squad.

Teaching Point 5 **Adopting the Position of Stand at Ease From Standing Easy**

Time: 5 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

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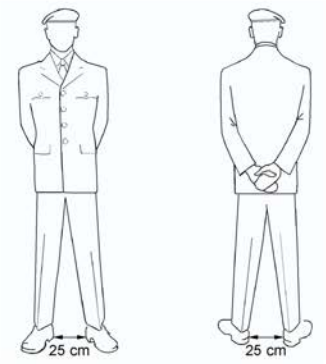
A-CR-CCP-601/PF-001

The demonstration shall be provided from various vantage points, as required.

In order to adopt the position of stand at ease from easy the cadet shall, on the cautionary command SQUAD (or formation title), assume the position of stand at ease.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-1-4 The Position of Stand at Ease



This teaching point is best taught as a group practice to ensure adherence to timings and togetherness of the squad.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

CONFIRMATION OF TEACHING POINT 5

Cadets will adopt the position of stand at ease as a squad.

END OF LESSON CONFIRMATION

The confirmation for this lesson should consist of the cadets, as a squad, practicing the positions of attention, stand at ease and stand easy, and should emphasize movements that cadets showed difficulty with during the class.

Practice the complete movement, with the:

- **instructor** calling the time;
- **squad** calling the time; and
- squad **judging** the time.

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Verify against the official publication.

CONCLUSION

HOMEWORK/READING/PRACTICE

Drill movements are skills that must be practiced individually, in order to make the cadet more proficient as a member of a unit. Cadets are encouraged to practice the movements, as opportunities are made available. Ongoing feedback will be provided, and should be heeded during any drill practice.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.02 (SALUTE TO THE FRONT)

A-CR-CCP-601/PG-001

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

1. **Performance.** Execute a Salute at the Halt Without Arms.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute salutes at the halt without arms, to the front.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate saluting to the front at the halt and allow cadets to practice.	Demonstration and Performance	10 min	A0-002 (pp. 2-10 to 2-12)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 2

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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OBJECTIVES

By the end of this lesson the cadet shall be expected to execute a salute at the halt without arms.

IMPORTANCE

As members of the Canadian Cadet Organization (CCO) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCO depends on.

Teaching Point 1 **Execute a Salute to the Front**

Time: 10 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention, as appropriate (see also A-PD-201-000/PT-000, Chapter 1, Section 2).

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command TO THE FRONT SALUTE BY NUMBERS, SQUAD – ONE, the cadet shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and
2. force the right hand by its shortest route to the front of the headdress so that the:
   a. palm of the hand is facing down;
   b. thumb and fingers are fully extended and close together;
   c. tip of the second finger is in line with the outside of the right eyebrow and touching the outside edge of the headdress or arm of glasses, if worn;
   d. hand, wrist and forearm are in a straight line and at a 45-degree angle to the upper arm;
   e. elbow is in line with the shoulders; and

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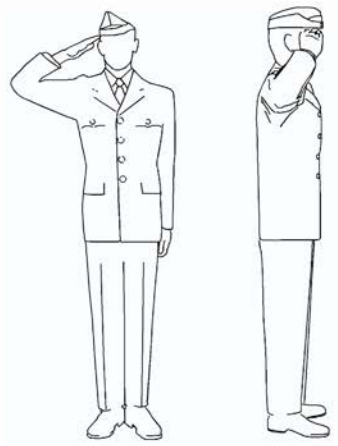
f. upper arm is parallel to the ground.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-2-1 Saluting to the Front Without Arms

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the hand is:

1. brought sharply to the position of attention by the shortest route, without slapping the thigh; and
2. closed after the forearm is lowered below shoulder level.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE FRONT – SALUTE, the two movements are combined. The standard pause shall be observed between movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

Note: When wearing headdress, other than a cap with a peak, the second finger is 2 cm above and in line with the outer tip of the right eyebrow.

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Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out "ONE";
2. after completing the first movement, calls "TWO", "THREE" while observing the standard pause; and
3. when executing the final movement, calls out "ONE".

CONFIRMATION OF TEACHING POINT 1

Cadets will execute salutes to the front as a squad.

END OF LESSON CONFIRMATION

The cadet's participation in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.02 (SALUTE TO THE RIGHT [LEFT])

A-CR-CCP-601/PG-001

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

1. **Performance.** Execute a Salute at the Halt Without Arms.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute salutes at the halt without arms, to the left and right.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP2	Explain and demonstrate saluting to the left and right at the halt and allow cadets to practice.	Demonstration and Performance	10 min	A0-002 (pp. 2-10 to 2-12)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 2

EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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OBJECTIVES

By the end of this lesson the cadet shall be expected to execute a salute at the halt without arms.

IMPORTANCE

As members of the Canadian Cadet Organization (CCO) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCO depends on.

Teaching Point 2 — **Execute a Salute to the Right (Left)**

Time: 10 min — Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importantce, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

The salute is given with the right hand. When physical incapacity or carrying of articles makes a salute with the right hand impracticable, compliments will be paid by turning the head and eyes to the left or right or standing to attention, as appropriate (see also A-PD-201-000/PT-000, Chapter 1, Section 2)

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

On the command TO THE RIGHT (LEFT) SALUTE BY NUMBERS, SQUAD – ONE, saluting shall:

1. bend the right elbow and open the palm of the right hand as it passes the shoulder; and
2. force the right hand by its shortest route to the front of the headdress so that the:
   a. palm of the hand is facing down;
   b. thumb and fingers are fully extended and close together;
   c. tip of the second finger is in line with the outside of the right eyebrow and touching the outside edge of the headdress or arm of glasses, if worn;
   d. hand, wrist and forearm are in a straight line and at a 45-degree angle to the upper arm; and
   e. upper arm is parallel to the ground.

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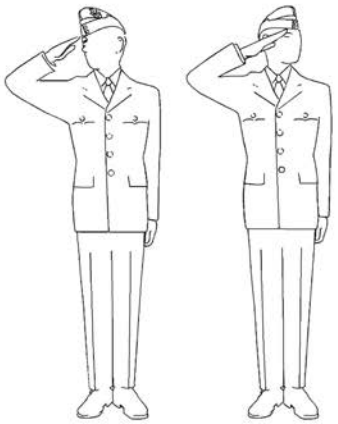
3. the head and eyes shall be turned smartly to the right (left) as far as possible without straining, remembering the following:

   a. when saluting to the left, the right hand, wrist and arm are brought further over to the left to the correct position in line with the outside edge of the right eyebrow; and

   b. when saluting to the right, the arm is moved to the rear, with the tip of the second finger remaining in line with the outside edge of the right eyebrow.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-2-2 Saluting to the Right and Left

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the hand is brought sharply to the position of attention, and simultaneously the head and eyes are turned smartly to the front.

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command TO THE RIGHT (LEFT) – SALUTE, the two movements are combined. The standard pause shall be observed between movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

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Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out "ONE";
2. after completing the first movement, calls "TWO", "THREE" while observing the standard pause; and
3. when executing the final movement, calls out "ONE".

CONFIRMATION OF TEACHING POINT 2

Cadets will execute salutes to the left and left as a squad.

END OF LESSON CONFIRMATION

The cadet's participation in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill, that is well rehearsed, closely supervised and precise, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.03 (RIGHT TURN AT THE HALT)

A-CR-CCP-601/PG-001

EO M108.03 – EXECUTE TURNS AT THE HALT

1. **Performance.** Execute Turns at the Halt.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill hall, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the movement of right turn at the halt.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate the movement of right turn at the halt and allow cadets to practice.	Demonstration and Performance	10 min	A0-002 (pp. 2-12 to 2-13)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movement during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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A-CR-CCP-601/PF-001

COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 3

EO M108.03 – EXECUTE TURNS AT THE HALT

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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A-CR-CCP-601/PF-001

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute right turns at the halt.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 1 **Execute Right Turn**

Time: 10 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Turns and inclines are made to change direction: right or left turns change direction by 90°, about turns by 180°, and right and left inclines (not instructed in this lesson) by 45°.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

The cadet shall execute a right turn, by:

On the command RIGHT TURN BY NUMBERS, SQUAD – ONE, turning 90° to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.

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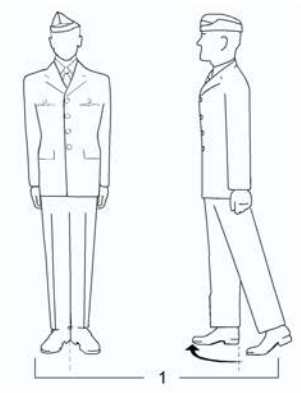


A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-1 Squad One – Right Turn at the Halt

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

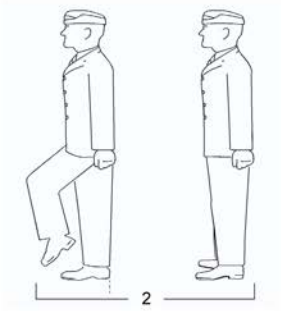
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT

On the command SQUAD – TWO, the cadets shall bend the left knee, straightening it in double time and smartly placing the left foot beside the right to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-2 Squad Two – Right Turn at the Halt

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

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A-CR-CCP-601/PF-001

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command RIGHT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command MOVE TO THE RIGHT IN FILE, RIGHT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out "ONE";
2. after completing the first movement, calls "TWO", "THREE" while observing the standard pause; and
3. when executing the final movement, calls out "ONE".

CONFIRMATION OF TEACHING POINT 1

Cadets will execute right turns as a squad.

END OF LESSON CONFIRMATION

The cadet's participation in TP1 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precice, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

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Verify against the official publication.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.03 (LEFT TURN AT THE HALT)

A-CR-CCP-601/PG-001

EO M108.03 – EXECUTE TURNS AT THE HALT

1. **Performance.** Execute Turns at the Halt.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill hall, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the movement of left turn at the halt.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP2	Explain and demonstrate the movement of left turn at the halt and allow cadets to practice.	Demonstration and Performance	10 min	A0-002 (pp. 2-12 to 2-13)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 3

EO M108.03 – EXECUTE TURNS AT THE HALT

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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OBJECTIVES

By the end of this lesson the cadet shall be expected to execute left turns at the halt.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 2 **Execute Left Turn**

Time: 10 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

Turns and inclines are made to change direction: right or left turns change direction by 90°, about turns by 180°, and right and left inclines (not instructed in this lesson) by 45°.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)



For ease of instruction, drill commands have been broken down into individual movements, or numbers. The instructor(s) shall demonstrate and explain each number.

The cadet shall execute a left turn, by:

On the command LEFT TURN BY NUMBERS, SQUAD – ONE, turning 90° to the left by pivoting on the left heel and right toe and raising the right heel and left toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the left foot and the right leg is braced with the heel off the ground.

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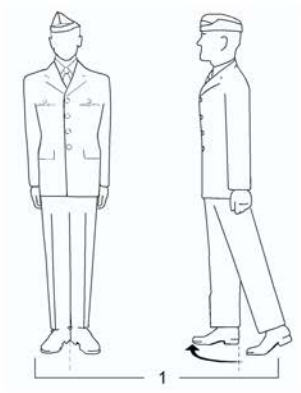


A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-1 Squad One – Turn at the Halt

PRACTICE THE SQUAD ON THE FIRST MOVEMENT

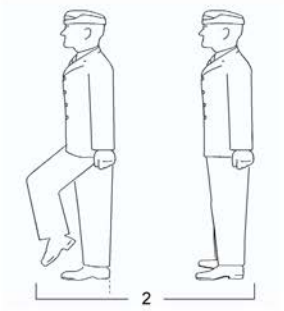
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, bend the right knee, straightening it in double time and smartly placing the right foot beside the left to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-2 Squad Two – Turn at the Halt

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

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GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command LEFT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.



Standard Pause: The standard pause between each movements is two beats in quick time. For example, on the command MOVE TO THE LEFT IN FILE, LEFT – TURN, the squad:

1. executes the first movement of the turn on the executive order and simultaneously calls out "ONE".
2. after completing the first movement, calls "TWO", "THREE" while observing the standard pause.
3. when executing the final movement, calls out "ONE".

CONFIRMATION OF TEACHING POINT 2

Cadets will execute LEFT turns as a squad.

END OF LESSON CONFIRMATION

The cadets' participation in TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precice, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

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REFERENCES

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MODIFIED LESSON SPECIFICATIONS AND INSTRUCTIONAL GUIDES – EO M108.03 (ABOUT TURN AT THE HALT)

A-CR-CCP-601/PG-001

EO M108.03 – EXECUTE TURNS AT THE HALT

1. **Performance.** Execute Turns at the Halt.

2. **Conditions**

   a. Given:

      (1) words of command;

      (2) supervision; and

      (3) assistance as required.

   b. Denied: N/A.

   c. Environmental: A drill hall, or outdoor parade square in favourable weather.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the movement of about turns at the halt.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP3	Explain and demonstrate the movement of about turn at the halt and allow cadets to practice.	Demonstration and Performance	10 min	A0-002 (pp. 2-12 to 2-13)

5. **Time**

   a. Introduction/Conclusion: 5 min

   b. Demonstration and Performance: 10 min

   c. Total: 15 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.

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COMMON TRAINING

PHASE ONE

INSTRUCTIONAL GUIDE

SECTION 3

EO M108.03 – EXECUTE TURNS AT THE HALT

Total Time: 15 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 4 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- select the most effective squad formation for the lesson being taught. A squad may be in a single rank, hollow square or semi-circle for elementary drill instruction. (Note: All cadets **must** be able to fully observe all demonstrations and explanations.)

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

This lesson will be presented using the demonstration and performance method. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

The instructor shall develop and use a vocabulary of short, concise words to impress on the squad that the movements must be performed smartly. For example, the words “crack”, “drive”, “seize” and “grasp” suggest the degree of smartness required. Profanity or personal sarcasm shall never be used.

INTRODUCTION

REVIEW

N/A.

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A-CR-CCP-601/PF-001

OBJECTIVES

By the end of this lesson the cadet shall be expected to execute about turns at the halt.

IMPORTANCE

As members of the Canadian Cadet Movement (CCM) cadets will be required to perform drill movements at a competent level, developing sharpness, esprit de corps, physical coordination, and alertness. These movements will be executed with ease and without hesitation. Ensuring that the cadets efficiently move together as one will promote discipline, alertness, precision, pride, steadiness, and cohesion. This develops the basis of teamwork that the CCM depends on.

Teaching Point 3 **Execute About Turn**

Time: 10 min Method: Demonstration and Performance

DEMONSTRATE THE COMPLETE MOVEMENT WITH TIMING



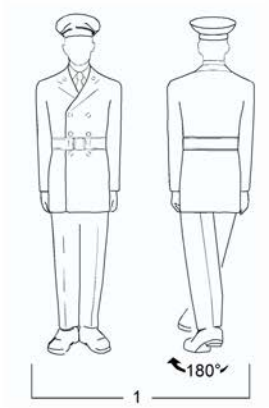
Instructors are reminded that they are to present the example with regards to drill, from the moment they step onto the parade square. Proper drill movements, combined with a professional demeanour, are of paramount importance, and must be exemplified throughout the period of instruction.

The instructor shall provide a complete demonstration of the drill movement, with timing. A practiced assistant instructor may carry out this demonstration.

The demonstration shall be provided from various vantage points, as required.

DEMONSTRATE FIRST PART OF MOVEMENT (FIRST NUMBER)

On the command ABOUT TURN BY NUMBERS, SQUAD – ONE, turning 180° to the right by pivoting on the right heel and left toe and raising the left heel and right toe simultaneously. Both knees will be kept braced during the turn, arms at the sides and body erect. On the completion of the movement, the weight of the body is placed on the right foot and the left leg is braced with the heel off the ground.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-3 Squad One – About Turn at the Halt

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PRACTICE THE SQUAD ON THE FIRST MOVEMENT

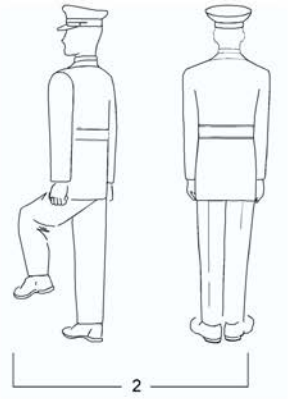
Practice the squad on the first movement collectively, individually and collectively.



Constant checking and correcting of all faults is essential. Faults shall be corrected immediately after they occur.

DEMONSTRATE AND EXPLAIN THE SECOND PART OF THE MOVEMENT (SECOND NUMBER)

On the command SQUAD – TWO, bending the left knee, straightening it in double time and smartly placing the left foot beside the right to assume the position of attention.



A-PD-201-000/PT-000, The Canadian Forces Manual of Drill and Ceremonial, 2001

Figure 8-3-4 Squad Two – About Turn at the Halt

PRACTICE THE SQUAD ON THE SECOND MOVEMENT

Practice the squad on the second movement collectively, individually and collectively.

GIVE TWO COMPLETE AND FINAL DEMONSTRATIONS

On the command ABOUT – TURN, combine the two movements. The standard pause shall be observed between the movements.

The instructor(s) shall provide a full demonstration and allow time for practice.

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Standard Pause: The standard pause between each movement is two beats in quick time. For example, on the command ABOUT – TURN, combine the two movements. The standard pause shall be observed between the movements:

1. executes the first movement of the turn on the executive order and simultaneously calls out “ONE”.
2. after completing the first movement, calls “TWO”, “THREE” while observing the standard pause.
3. when executing the final movement, calls out “ONE”.

CONFIRMATION OF TEACHING POINT 3

Cadets will execute about turns as a squad.

END OF LESSON CONFIRMATION

The cadet’s participation in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall participate in an Annual Ceremonial Review (ACR) parade. This movement will be used in preparation for, and in the execution of, the ACR parade.

CLOSING STATEMENT

The hallmarks of cadet drill are efficiency, precision, and dignity. These qualities are developed through self-discipline and practice. They lead to unit pride and cohesion. Good drill that is well rehearsed, closely supervised and precice, is an exercise in obedience and alertness. It sets the standard for the execution of any duty, both for the individual and the unit, and builds a sense of confidence between commander and subordinate that is essential to high morale. The personal qualities developed on the parade ground must be maintained in all aspects of life.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial.* Ottawa, ON: The Department of National Defence.

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DRILL INSTRUCTIONAL TECHNIQUES ASSESSMENT FORM

Cadet's Name: _____ Division: _____

Lesson Topic: _____

Criteria	Comments	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Maintained dress and deportment.				
Selected an appropriate squad formation.				
Used a lesson plan.				
Reviewed previous lesson.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Stated where/when this skill will be applied.				
BODY				
Demonstrated complete movement, calling the time.				
Demonstrated and explained the first part of the movement (Squad 1).				
Had the squad practice the first part of the movement collectively, individually and collectively again.				
Taught the second part of the movement and each subsequent part in the same manner.				
Gave two complete demonstrations.				
Practiced the complete movement with: • the instructor calling the time, • the cadets calling the time, and • the cadets judging the time.				

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Criteria	Comments	Incomplete	Completed With Difficulty	Completed Without Difficulty
Used clear words of command and correct pauses.				
Gave appropriate and immediate feedback.				
Allowed questions after each movement.				
END OF LESSON CONFIRMATION				
Demonstrated the movement taught.				
Confirmation was conducted as a squad.				
Emphasized aspects of the movement with which the cadets experienced difficulty.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
FEEDBACK				

Assessor's Signature

Date

Cadet's Signature

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