SEA CADETS

PHASE 1 - HANDBOOK

(ENGLISH)

UNIT PRODUCED HANDBOOK

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FOREWORD AND PREFACE

Issuing Authority. This HANDBOOK is not an official or authorized publication. This publication is created at the local level and is not intended to be considered an official publication.

Development. Development of this HANDBOOK is meant to support and augment training requirements of the cadet unit not detailed in existing CCO training publications. The cadet unit may augment, add or delete material as they require to deliver the program as detailed by CCO training publications or local requirements.

Purpose of the HANDBOOK. The publication to be used by the cadet unit in conjunction with other resources to conduct the Cadet Training Program, including both Mandatory and Complementary Training.

Effective Date. This publication is effective upon receipt. Subsequent changes are effective upon receipt.

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PO 100 – Positive Social Relations for Youth

☐ 100.SM 1 – What We Expect From You as a Cadet

☐ 100.SM 2 – What Can Happen When Behaviours Exceed or Do Not Meet Expectations

☐ 100.SM 3 – What Harassment, Criminal Offences and Child Abuse are and Where You Can Go for Help

☐ 100.SM 1 – What Conflict is and How You Can Deal With It

RIGHTS AND RESPONSIBILITIES OF CADETS

RIGHTS	RESPONSIBILITIES
As a cadet I have the right to:	**As a cadet I have the responsibility to:**
• be treated fairly and with respect	• treat others with respect
• belong	• not exclude anyone
• feel safe	• help protect others
• be included	• respect personal boundaries; honour "No's"
• learn	• tell the truth
• seek help	• listen
• be heard	• not dominate others
• make decisions	• not misuse my power
• be protected from emotional, physical and sexual abuse and all forms of harassment	• control my anger
• use the law	• not harass anyone
• say "No" to unwelcome behaviour	• not abuse anyone
	• get help if I need it

PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

☐ MX01.01A Participate in a Citizenship Tour

☐ MX01.01B Attend a Presentation by a Community Organization

☐ MX01.01C Attend a Presentation by a Citizen of Interest

☐ MX01.01D Attend a Canadian Citizenship Challenge

☐ MX01.01E Host a Citizenship Ceremony

☐ MX01.01F Participate in an Election

PO X02 – COMMUNITY SERVICE
Participate in 4.5 Hours of community service:

ACTIVITY:
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HOURS:
ORGANIZATION:

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PO 103 – LEADERSHIP

☐ M103.01 Identify the Responsibilities of a Follower in a Team

☐ M103.02 Map Personal Goals for the Training Year

☐ M103.03 Participate in Teambuilding Activities

☐ C103.01 Participate in Icebreaker Activities

☐ C103.02 Participate in Self-Introductions

☐ C103.03 Participate in Teambuilding Activities

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

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

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

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

ADMIT MISTAKES AND LEARN FROM EXPERIENCE - In a team setting one must be able to admit when they are wrong and learn from the mistake. This makes the team stronger and creates a better outcome.

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

FIVE RESPONSIBILITIES OF A FOLLOWER IN A TEAM –
ASSUME RESPONSIBILITY – Team members should be prepared to assume responsibility when needed. The team leader delegates duties to team members and relies on these members to be prepared and willing to take on the responsibility.

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

ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE - It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences allows the group to communicate and cooperate.

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

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

M103.02 – MAP PERSONAL GOAL FOR THE TRAINING YEAR

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

EXPLAIN THE CONCEPT OF GOAL SETTING -
DEFINITION OF A GOAL
A goal is an aim an individual or group works toward; an object of ambition / effort.

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

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

SMART GOAL SETTING – Cadets should set a specific goal to work toward. The acronym SMART is a tool the cadets may find useful.
S stands for specific: the aim of the goal must be precisely defined.
M stands for measurable: identify a standard against which to assess achievement.
A stands for attainable: ensure needed resources are accessible for accomplishing the goal.
R stands for realistic: ensure the goal is worthwhile for the cadet.
T stands for timely: the completion date of the goal.
Ask the following questions to the cadets to help elicit SMART goals:
Specific. What specific activity, or activities, can you do to help you reach your goal? Your goal should be concise and focused on one specific outcome (your goal cannot be too vague).

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

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

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

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

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

M103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES

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

CHARACTERISTICS OF A SUCCESSFUL TEAM
• Communication – Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.

• Mutual cooperation and support – It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip and negative behaviours aimed solely at making someone look bad.

• Share a common goal – When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.

• High esprit de corps – When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK
• Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.

• Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.

• Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

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

C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES

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

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

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

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

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

C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS

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

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

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

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

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

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

C103.03 – PARTICIPATE IN TEAMBUILDING ACTIVITIES

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

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

ADVANTAGES OF EFFECTIVE TEAMWORK
- Includes everyone and ensures a better outcome – In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.

- Tasks are easier when more people are involved – When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- Increases and develops communication – Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

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

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

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

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

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

PO X04 – PHYSICAL ACTIVITIES

Participate in the following lessons:

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

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

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

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

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

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

☐ CX04.03 Participate in a Cooking Class

☐ CX04.04 Attend a Personal Fitness and Healthy Living Presentation

☐ CX04.05 Attend a Local Amateur Sporting Event

PO X05 – PHYSICAL FITNESS

Participate in 4.5 Hours of Physical Fitness:

ACTIVITY:
DATE:
HOURS:

ACTIVITY:
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PO 106 – MARKSMANSHIP

☐ M106.01 Identify the Parts and Characteristics of the Daisy 853C Air Rifle

☐ M106.02 Carry out Safety Precautions on the Cadet Air Rifle

☐ M106.03 Apply Basic Marksmanship Techniques

☐ M106.04 Follow Rules and Commands on an Air Rifle Range

☐ M106.05 Participate in Marksmanship Familiarization Using the Cadet Air Rifle

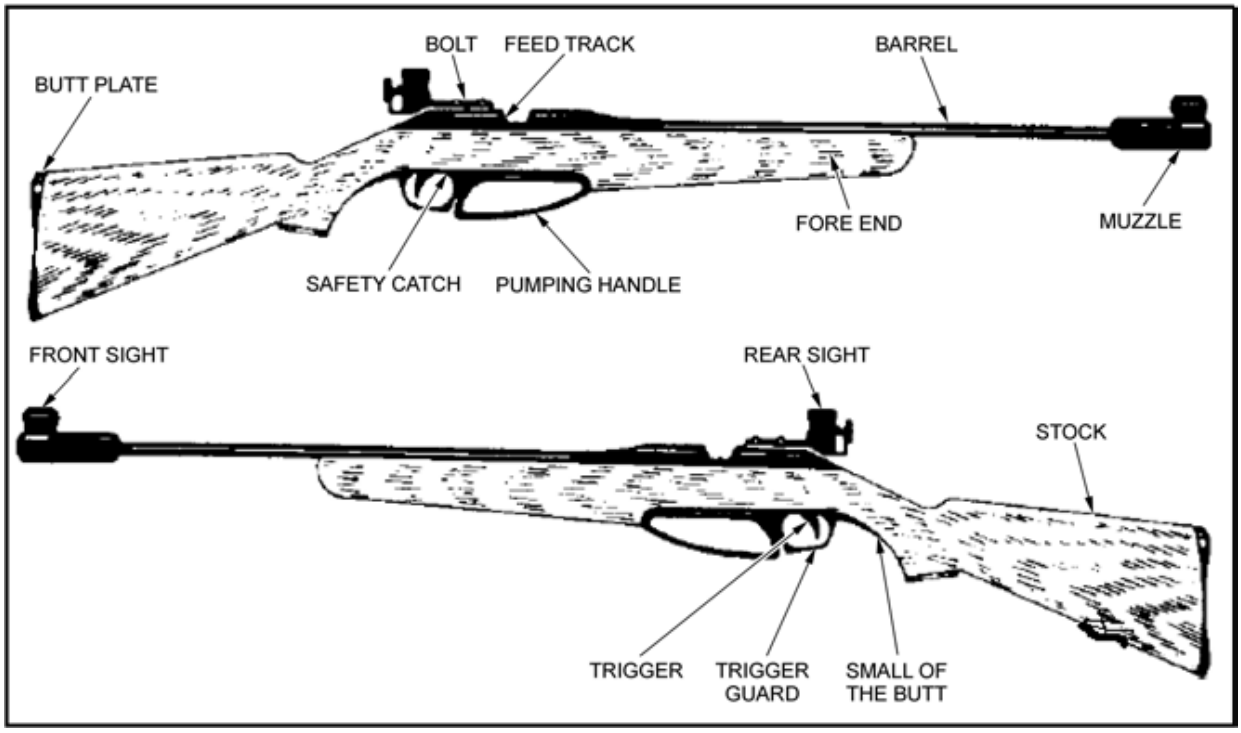
☐ C106.01 Participate in a Recreational Marksmanship Activity

☐ C106.02 Clean and Store the Cadet Air Rifle

☐ Complete the Air Rifle Handling Test

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

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



PARTS OF THE AIR RIFLE

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

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

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

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

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

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

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

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

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

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

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

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

Front Sight. Global front sight that uses aperture inserts.

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

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

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

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

Feed Track. Delicate area where the pellet is inserted manually onto a single pellet adapter, or with a fiveshot 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.

CHARACTERISTICS
The characteristics of the Daisy 853C air rifle are:
• **Action.** Single pump pneumatic, straight pull-bolt.
• **Total Length.** 97.8 cm.
• **Total Weight.** 2.5 kg.
• **Calibre.** 0.177 calibre (4.5 mm).
• **Front Sight.** Global type with interchangeable aperture inserts.
• **Rear Sight.** Fully adjustable peep rear sight with micrometer click adjustment.
• **Muzzle Velocity.** 150.8 metres per second.
• **Loading.** Single or auto indexing five-pellet clip.
• **Stock.** Full-length, sporter-styled hardwood with adjustable length.
• **Safety.** Manual cross-bolt trigger block with red indicator.
• **Barrel.** Lothar Walther rifled high-grade steel barrel with weight: crowned 12 lands and grooves, right hand twist. Precision bore sized for match pellets. Approximate length 53.1 cm.
• **Maximum Range.** 235.4 metres.
• **Sling.** Adjustable competition web.
• **Trigger Weight.** Minimum 3.5 lb.
• **Chamber.** Open loading and made of steel.
• **Pumping Force.** 20 lbf.

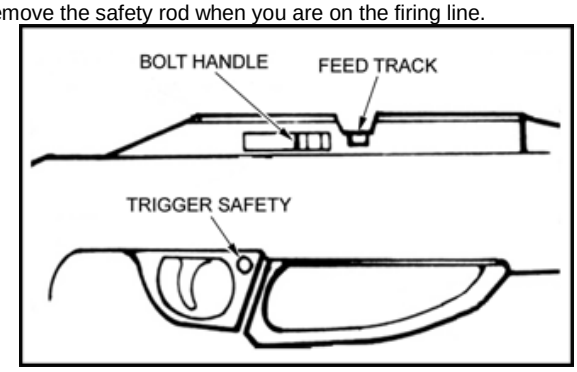
CLOSING STATEMENT – Knowing the parts and characteristics of the cadet air rifle is important in understanding how the rifle works. This allows the cadet to be able to follow directions given on the range, and properly perform a handling test whenever an air rifle is to be used.

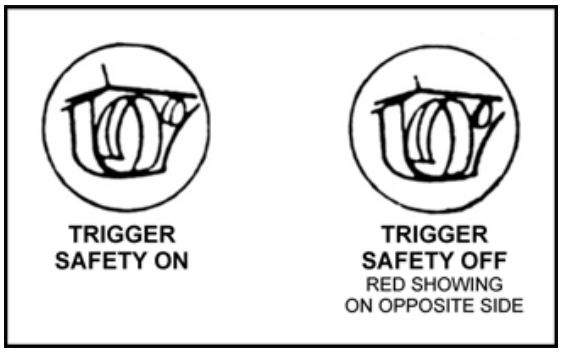
M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE

IMPORTANCE – Safety precautions are essential to ensure everyone's safety on the range. Every time a cadet picks up a rifle or steps on a range, they must have safety in mind and check to ensure the rifle is safe (an individual safety precaution check when receiving, handing over, or returning to a rifle). Even when a rifle is presumably safe, it is to be checked again.

EXPLAIN AND DEMONSTRATE SAFE RIFLE STATUS OF THE CADET AIR RIFLE

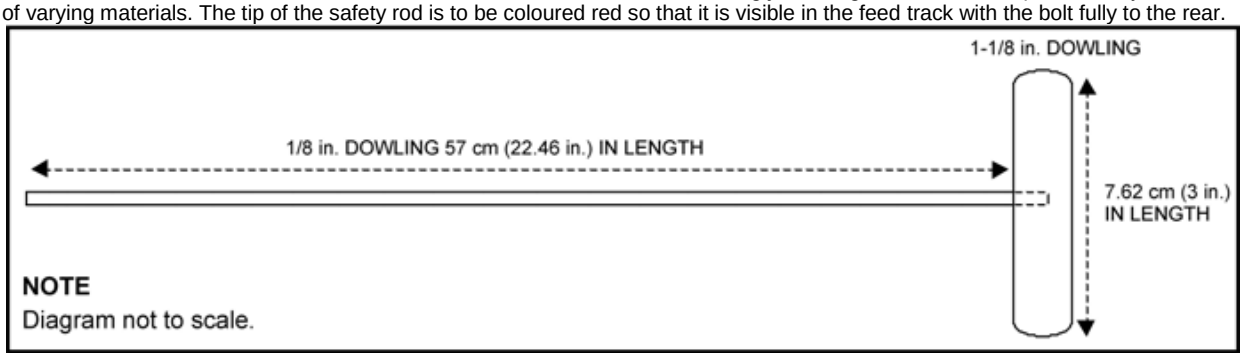
REMOVING A RIFLE FROM THE CASE
The rifle case should be clearly marked on the outside with an arrow, indicating in what direction the rifle inside is pointing. This will ensure that, when the case is opened, the rifle is pointing in a safe direction. The following steps must be followed when removing a rifle from its case:
1. Place the rifle case on a flat surface and ensure the arrow is pointing in a safe direction.
2. Open the case.
3. Cock the action (leave the bolt to the rear).
4. Confirm that the safety catch is ON.
5. Confirm that the pumping lever is partially open.
6. Slide the safety rod in the barrel towards the bolt until it can be seen in the feed track.
7. Remove the rifle from the case.
8. Remove the safety rod when you are on the firing line.





SAFETY CATCH AND SECURITY MEASURES
The safety catch is a mechanism that, once engaged, prevents a rifle from firing by locking its trigger into place. It is located just in front of the trigger, on the trigger guard. To engage the safety catch (ON) it must be pushed towards the right so no red can be seen. To fire, the safety catch must be pushed towards the left in the OFF position and a red mark must be seen on it. For maximum security, it is recommended that the safety catch be kept engaged until the rifle is ready for firing.

SAFETY ROD
To ensure that air rifles are not removed from the firing point or stored with a pellet in the chamber or barrel, a safety rod is to be inserted in the barrel from the muzzle end. It consists of two sections of doweling joined together in a “T” shape, and may be made of varying materials. The tip of the safety rod is to be coloured red so that it is visible in the feed track with the bolt fully to the rear.



INDIVIDUAL SAFETY PRECAUTIONS
Upon receiving a rifle, or when the “Safe Rifle Status” is uncertain, individual safety precautions shall be done to confirm that the rifle is safe. An individual must ensure that:

1. the bolt is open fully to the rear;
2. the safety catch is in the ON position;
3. the pump lever is left partially open; and
4. a safety rod is placed in the barrel.

SAFETY REGULATIONS
Safety regulations are all common sense and are easy to apply when people understand that they are necessary to help prevent accidents with the air rifle. Regulations include:
1. treating the air rifle as if it is loaded;
2. never pointing the air rifle at anyone;
3. holding the rifle vertically when moving to and from the firing point;
4. leaving fingers off the trigger until ready to fire;
5. wearing safety glasses/goggles; and
6. employing hygiene on the range by washing hands after every practice.

ACTS stands for;
Assume every firearm is loaded,
Control the muzzle direction at all times,

Trigger finger must be kept off the trigger and out of the trigger guard,
See that the firearm is unloaded – prove it safe.

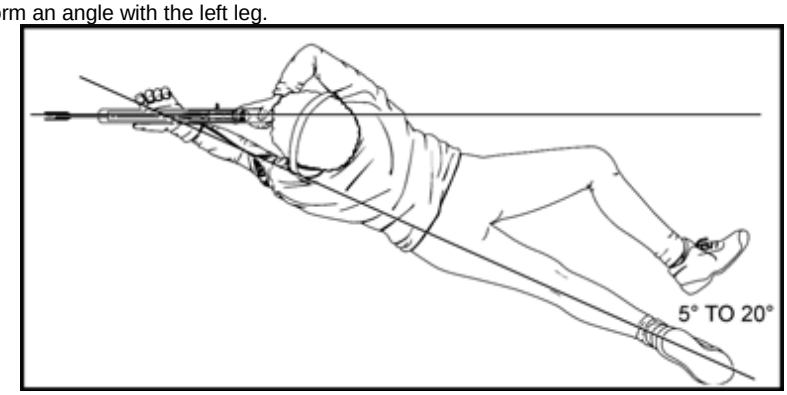
CLOSING STATEMENT - Being able to carry out safety precautions on the cadet air rifle is essential for functioning safely on the range following directions given on the range, and successfully performing a handling test.

M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES

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!

OBJECTIVES OF A GOOD POSITION
The first principle of marksmanship is to find a comfortable firing position. A comfortable firing position will enable cadets to fire safely and with much better results. The prone position is the most stable firing position to use.

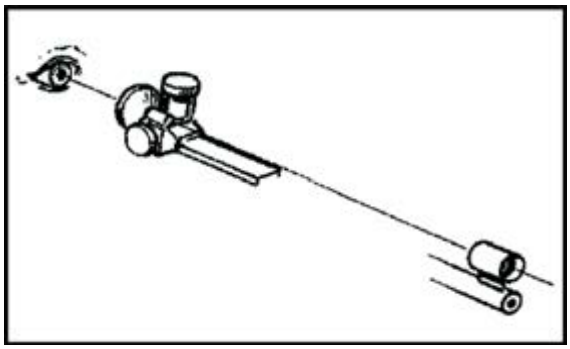
Obtaining a good prone position is one of the most, if not the most, important principle of marksmanship. A good prone position helps to maintain comfort and stability during the firing session. The prone position is assumed when the marksman lies flat, directly behind the rifle, with a very slight angle between their body and the rifle, and in line with the target. The position should be:
• natural;
• without strain;
• comfortable; and
• stable, in that the:
  ◦ body should form an angle with the line of sight;
  ◦ spine should remain straight;
  ◦ left leg should be parallel with the spine;
  ◦ right foot should turn out and point to the right;
  ◦ left foot should either be straight or point towards the right; and
  ◦ right knee should form an angle with the left leg.

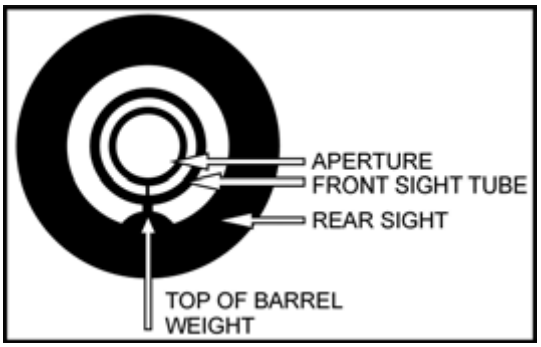


HOLDING THE CADET AIR RIFLE
The prone position allows holding to be achieved with as little movement and muscular tension as possible, in that the:
• left elbow should be positioned slightly to the left of the rifle;
• left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;
• right hand should slightly grip the small of the butt with constant pressure;
• right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;
• right elbow should rest naturally where it falls, not too close or too far from the rifle;
• the shoulders should be straight and form right angles with the spine;
• the butt plate is kept firmly in the hollow of the right shoulder. The right elbow will naturally fall in the same spot throughout the relay; and
• the head rests comfortably on the butt and remains straight.

AIMING THE CADET AIR RIFLE
Cadets must constantly strive to maintain proper sight alignment, while obtaining a sight picture. It is the most critical element of the aiming process.
The aiming process consists of:
• adopting a comfortable position; and
• ensuring proper body alignment with the target.

Sight Alignment. It is the alignment of the eye, the rear sight, and the front sight. When cadets bring their eye 5 to 15 cm from the rear sight, they will find that the small hole is large enough to look through and see all of the front sight. Proper sight alignment is a matter of centering the front sight tube in the rear sight. The tube will not quite fill the rear sight and cadets will be able to see light around the outside of the tube; we call this a “line of white”.

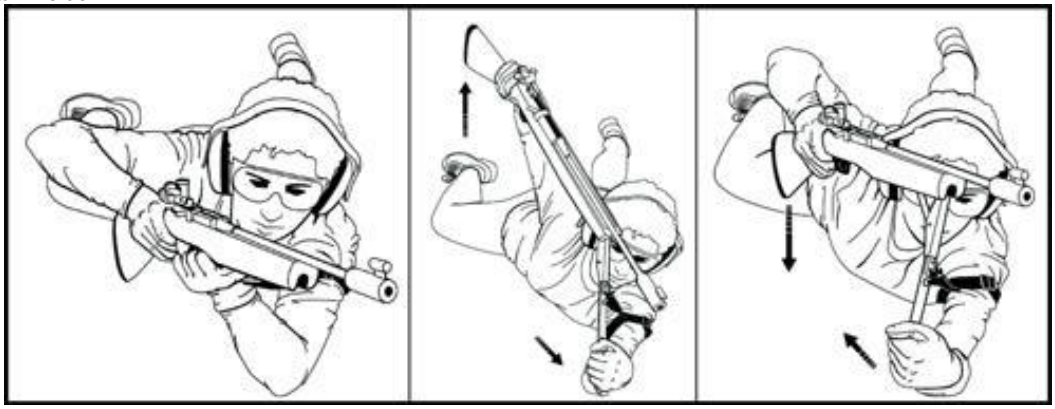




Sight Picture. To obtain a proper sight picture, a bull’s-eye is simply added to the innermost ring. The goal during the aiming process is to maintain proper sight alignment while keeping the bull centered in the front sight.

LOADING THE AIR RIFLE
On the command “Relay load” the following sequence must be followed:
Loading procedure:
1. pick up the rifle with the left hand;
2. ensure the safety catch is in the ON position;
3. pump the air rifle, pausing for three seconds with the pump handle fully extended;
4. bring the pump handle back to closed position;
5. simulate loading a pellet, or load an auto indexing five pellet-clip into the feed track; and
6. close the bolt.

FIRING THE CADET AIR RIFLE
On the command “Fire”, the following sequence must be followed:
1. when the RSO gives the command, place safety catch in the OFF position;
2. aim the air rifle at the target;
3. squeeze the trigger;
4. open the bolt, pump the rifle, re-load, aim and fire;
5. repeat the last step until firing is complete;
6. upon completion, place the safety catch in the ON position, open the bolt and partially open the pump lever; and
7. lay the air rifle down.



UNLOADING AND PREPARING FOR INSPECTION
Follow the unloading sequence of the cadet air rifle, to include:
1. pick up the air rifle;
2. remove the five pellet clip (if used);
3. pump the air rifle (hold for three seconds and close);
4. move the bolt forward (do not insert a pellet);
5. place the safety catch in the OFF position;
6. aim the rifle at the target;
7. squeeze the trigger;
8. open the bolt;
9. place the safety catch in the ON position;

10. open the pump lever 5-8 cm;
11. place the rifle on the shoulder, muzzle pointed down range;
12. wait to be cleared by the RSO; and
13. lay the rifle down.

M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE

IMPORTANCE – Firearms safety is the number one priority on and off the range so everyone must do their part to prevent accidents. In marksmanship, the majority of incidents are caused by ignorance of proper rifle operating procedures or by mishandling.

RULES CADETS MUST FOLLOW ON THE RANGE
Range Standing Orders are locally produced for each range. They detail rules to be followed on that range.

General rules observed on all ranges include:
1. Rifles will be proved safe when picked up, handed to or received from another person.
2. Rifles are never pointed at any person.
3. Safety rods shall be inserted into the barrels of rifles when not in use on the range.
4. Horseplay is forbidden on the range.
5. Rifles, whether loaded or not, will always be pointed down range.
6. Eating is not permitted on or near the range or around the pellets.
7. All personnel shall read or be briefed on the contents of the Range Standing Orders.
8. The RSO's directions and orders are to be obeyed at all times.

RANGE COMMANDS CADETS MUST FOLLOW

COMAND	ACTION
"Cover off your firing point"	Stand up, move behind the firing point and await further commands.
"Place your equipment down and stand back"	Lay the equipment down on the mat and stand back when finished.
"Adopt the prone position"	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing (if applicable) and eye protection
"Relay, load, commence firing"	Pick up the rifle with the left hand; Ensure the safety catch is in the ON position; Pump the rifle, pausing for three seconds with the pump handle fully extended; Bring the pump handle back to the closed position; Load the pellet; Close the bolt; Place the safety catch in the OFF position; Aim the rifle at the target. Squeeze the trigger; Open the bolt, pump the rifle, re-load, aim, and fire; Repeat the last step until firing is complete; Upon completion, place the safety catch in the ON position, open the bolt, and partially open the pump lever; and Lay down the rifle.
"Relay, cease fire"	Stop firing immediately, put the safety catch in the ON position and lay the rifle down.
"Relay, resume fire"	Put the safety in the OFF position and continue the practice.
"Relay, unload and prepare for inspection"	Pick up the rifle; Pump the rifle (hold for three seconds and close); Move the bolt forward; Place the safety catch in the OFF position; Aim rifle at target; Pull the trigger; Open the bolt; Place safety catch in the ON position; Open the pump lever 5-8 cm; Place the rifle on the shoulder, muzzle pointed down range; Wait to be cleared by the RSO; Lay the rifle down; and Remove your hearing (if applicable) and eye protection.
"Relay, stand up"	Stand up and leave the equipment on the ground.
"Change targets"	Move forward, walk down the lane to remove old targets and replace them with new ones. Return to the firing point.

PO 107 – GENERAL CADET KNOWLEDGE

☐ M107.01 Discuss Year One Training

☐ M107.02 Identify Sea Cadet and Naval Officer Ranks

☐ M107.03 Observe Rules and Procedures for the Paying of Compliments

☐ M107.04 State the Aim and Motto of the Sea Cadet Program

☐ M107.05 Wear the Sea Cadet Uniform

☐ M107.06 Discuss Summer Training Opportunities

☐ C107.01 Maintain the Sea Cadet Uniform

☐ C107.02 Participate in a Tour of the Corps

☐ C107.03 Participate in an Activity about the History of the Corps

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M107.01 – Discuss Year One Training

IMPORTANCE - Having an overview of the training opportunities provided to Phase One cadets prepares new cadets for the training year. They will be able to see how training fits together and identify areas they are particularly interested in. This overview should excite and energize cadets for the coming year.

PERFORMANCE OBJECTIVES
There is common cadet training which applies to sea, army and air cadets. POs for these common cadet subjects are as follows:

100 Positive Social Relations for Youth Participate in *Positive Social Relations for Youth* Training
101 Citizenship Perform - Individual Acts that Better the Community
102 Community Service - Perform Community Service
103 Leadership - Participate as a Member of a Team
104 Personal Fitness and Healthy Living - Track Participation in Physical Activities
105 Physical Activities - Participate in Physical Activities
106 Marksmanship - Fire the Cadet Air Rifle
107 General Cadet Knowledge - Serve in a Sea Cadet Corps
108 Drill - Perform Drill Movements During an Annual Ceremonial Review
111 Biathlon - Participate in Recreational Summer Biathlon Activities

SEA CADET TRAINING
PO 120 Royal Canadian Navy and Maritime Community -
Become Familiar with the Sea Element of the Canadian Forces and Maritime Community
PO 121 Ropework - Perform Basic Ropework
PO 122 Small Craft Operation - Participate in a Small Craft Operations Weekend
PO 123 Ship's Operations - Respond to Basic Forms of Naval Communication
PO 125 Nautical Training - Participate in a Nautical Training Weekend
SIDC – Sea Cadet Inter-Divisional Seamanship Competition

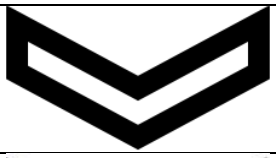
CORPS OPTIONAL TRAINING OPPORTUNITIES
Optional training offered at the cadet corps varies, depending on a number of factors. Some of these opportunities are dependent on the availability and qualification of staff, and resources of the corps. The corps may offer such activities as:

• Cultural education / travel,
• Music (military band and pipes and drums),
• Winter biathlon,
• First-aid,
• Drill teams, and
• Other optional training that the unit and sponsor choose to pursue.

CLOSING STATEMENT – There is a wide variety of training available in Phase One. Cadets should look for activities that interest them outside of the mandatory training provided. The cadet will enjoy and benefit more from this program by getting involved in these activities.

M107.02 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS

IMPORTANCE – It is important that the cadets be able to identify ranks of both cadets and officers in order to pay proper marks of respect and follow the chain of command. It is also a matter of courtesy to address people by their correct rank.

RANK	BANDGE	EXPLANATION
ORDIANRY SEAMAN (OS)	**No Badge**	Cadets are appointed to this rank immediately upon becoming a cadet
ABLE SEAMAN (AB)		Cadets are promoted to Able Seaman after his/her first 6 months in the corps
LEADING SEAMAN (LS)		Cadets are promoted to Leading Seaman upon successful completion of the first year training program (Phase 1).
MASTER SEAMAN (MS)		Cadets are promoted to Master Seaman upon successful completion of the second year training program (Phase 2).
PETTY OFFICER 2nd CLASS (PO2)		Cadets are promoted to Petty Officer 2nd Class upon successful completion of the third year training program (Phase 3).
PETTY OFFICER 1ST CLASS (PO1)		Cadets are promoted to Petty Officer 1st Class upon successful completion of the fourth year training program (Phase 4).
CHIEF PETTY OFFICER 2nd CLASS (CPO2)		Cadet may only be promoted to Chief Petty Officer 2nd Class if they pass a Promotion Review Board and certain components of Phase 5.
CHIEF PETTY OFFICER 1ST CLASS (CPO1)		Cadet may only be promoted to Chief Petty Officer 1st Class if the corps has an opening, pass a Promotion Review Board and completed Phase 5.

CANADIAN ARMED FORCES – RANKS OF THE ROYAL CANADIAN NAVY

Subordinate Officer	**Naval Cadet** **NCdt** 		
Junior Officers	**Acting Sub-Lieutenant** **A/SLt** 	**Sub-Lieutenant** **SLt** 	**Lieutenant (Navy)** **Lt(N)**
Senior Officers	**Lieutenant-Commander** **LCdr** 	**Commander** **Cdr** 	**Captain (Navy)** **Capt(N)**
Flag Officers	**Commodore** **Cmdre** 	**Rear-Admiral** **RAdm** 	
	Vice-Admiral **VAdm** 	**Admiral** **Adm** 	
Commander in Chief	**Governor General of Canada** **(GG)** 		

M107.03 - OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

IMPORTANCE – Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and the cadet summer training centre.

ADDRESSING CADET NCOS AND SUBORDINATE OFFICERS
It is important to pay the correct compliments to the appropriate individuals. When addressing a cadet NCO or a subordinate officer, the cadet will stand at the position of attention. As cadet NCOs and subordinate officers do not hold a commission from the Queen, they are not saluted. Throughout the conversation, the cadet shall address the NCO or subordinate officer by their rank and surname and remain at the position of attention. When the cadet has completed addressing the NCO or officer, they should dismiss themselves appropriately by turning to the right.

ADDRESSING COMMISSIONED OFFICERS
When addressing commissioned officers, the same procedures are followed as when addressing NCOs and subordinate officers except a salute shall be given.

The cadet shall stand at the position of attention after approaching the commissioned officer. The cadet will then give the appropriate salute as outlined in A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*. Throughout the conversation the cadet shall address the commissioned officer by their rank and surname and always remain at the position of attention unless otherwise directed by the commissioned officer.

PAYING COMPLIMENTS INSIDE A BUILDING
Salutes are not given inside buildings except when on parade, during ceremonial occasions or when entering and leaving offices. However, cadets shall turn their head and offer a polite greeting when meeting an officer in a common area. It is not customary to wear headdress inside a building.

ENTERING THE SHIPS OFFICE
When entering an office the cadet shall:
• stand at the position of attention in the doorway;
• salute if wearing headdress and the office occupant holds a commission; and
• politely ask permission to enter the office.

LEAVING THE SHIPS OFFICE
When leaving an office the cadet shall:
• stand at the position of attention in the doorway;
• salute if wearing headdress and the office occupant holds a commission; and
• depart.

OTHER OCCASIONS TO PAY COMPLIMENTS
Cadets shall salute on the following occasions:
a. the Canadian or another foreign national anthem is played;
b. the Royal Anthem is played;
c. recognizing a commissioned officer who is not in uniform;
d. the national flag is being raised and lowered;
e. the ensign is being lowered and raised;
f. boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.

CLOSING STATEMENT – The cadets have learned how to address cadet NCOs, subordinate and commissioned officers; how to pay compliments inside a building; and other occasions on which to salute. Knowledge gained during this lesson will be applied when addressing and interacting with officers and NCOs at the corps and at the cadet summer training centre.

M107.04 – STATE THE AIM AND MOTTO OF THE SEA CADET PROGRAM

IMPORTANCE – Knowing the aim and motto of the sea cadet program is fundamental for any sea cadet. This information will give cadets a better understanding of how the cadet program can help them develop both as a cadet and an individual.

MISSION OF THE CADET PROGRAM
The mission of the cadet program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

VISION OF THE CADET PROGRAM
The vision of the cadet program is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well-organized and safe activities.

AIMS OF THE CANADIAN CADET ORGANIZATIONS

DEVELOP IN YOUTH THE ATTRIBUTES OF GOOD CITIZENSHIP AND LEADERSHIP
The cadet program aims to help in the development of cadets as good citizens and leaders. Through citizenship and community service activities, the cadet develops an understanding of and an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy. Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

PROMOTE PHYSICAL FITNESS
The cadet program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enables them to meet challenges.

STIMULATE THE INTEREST OF YOUTH IN THE SEA, LAND AND AIR ACTIVITIES OF THE CANADIAN FORCES
The cadet program aims to expose youth to the sea, land and air activities of the Canadian Forces (CF). Cadets develop elemental skills through introduction and interaction with their respective CF communities. The cadet program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the cadet program as a whole from other youth development programs.

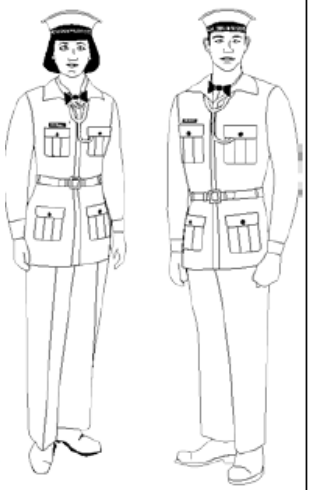
MOTTO OF THE SEA CADET PROGRAM
The motto of the sea cadet program is "Ready Aye Ready".

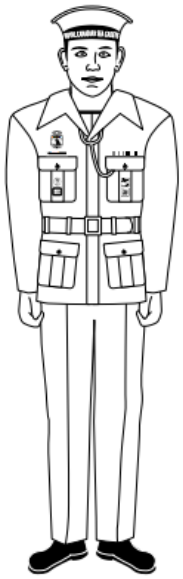
CLOSING STATEMENT – The aims and motto of the sea cadet program provide the cadet with a greater understanding of what it means to be a sea cadet. The aim and motto will contribute to the development of a sense of pride in belonging to the sea cadet program.

M107.05 – WEAR THE SEA CADET UNIFORM

IMPORTANCE - The cadet uniform is highly recognizable and the standard of personal dress, appearance and grooming shall be such as to reflect credit on the individual as well as on the Canadian Cadet Organization (CCO).

ORDER OF DRESS / TENUE RÉGLEMENTAIRE C1	COMPOSITION
CEREMONIAL DRESS / TENUE DE CÉRÉMONIE 	· Seaman's cap with cap tally. · Gunshirt. · Lanyard. · Jacket. · Trousers with belt. · Boots. · Socks. · Medals · Pins. **OCCASIONS** · Formal ceremonies or parades. · Guards of Honour. · Church services or parades. · Funerals. · Other occasions as ordered. **ACCOUTREMENTS** · Name tag. · Corps badge. · White gloves. · White belt and white gaiters. · Cutlass. · When authorized to wear, the boatswain's or gunner's chain and call may replace the lanyard.

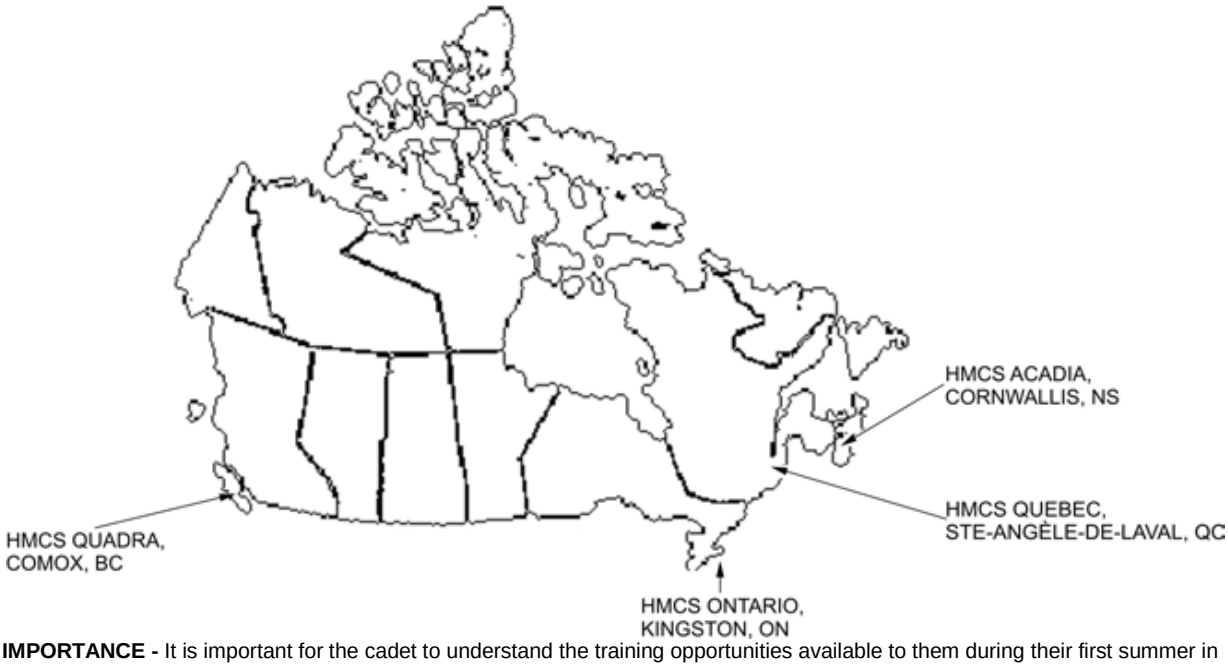
ORDER OF DRESS / TENUE RÉGLEMENTAIRE C2	COMPOSITION
MESS DRESS / TENUE DE MESS 	• Seaman's cap with cap tally (worn outdoors). • White dress shirt. • Black bow tie (male cadets). • Black cross-over tie (female cadets). • Lanyard. • Jacket. • Trousers with belt. • Boots. • Socks. • Medals • Pins. **OCCASIONS** • Mess or formal dinners. • Other occasions as ordered. Note: This dress is optional and no cadet should be required to acquire a white shirt and bow tie or cross-over tie. Cadets can wear the C2 order of dress in the same circumstances. **ACCOUTREMENTS** • Name tag. • Corps badge.

ORDER OF DRESS / TENUE RÉGLEMENTAIRE C3	COMPOSITION
SERVICE DRESS / TENUE DE SERVICE 	· Same as C1 order of dress, except that ribbons replaces medals. **OCCASIONS** · Routine training dress for day to day wear. · Divisions, parades, and inspections, when appropriate. · Appropriate social occasions and activities. · While travelling to and from cadet training facilities or CSTC/deployment/exchange/ regional and national directed activities. · Other occasions as ordered. **ACCOUTREMENTS** · White belt and white gaiters. · Name tags. · Corps badge. · When authorized to wear, the boatswain's or gunner's chain and call may replace the lanyard.

ORDER OF DRESS / TENUE RÉGLEMENTAIRE C3A	COMPOSITION
SERVICE DRESS / TENUE DE SERVICE 	· Same as C3 order of dress, less the jacket. · Gunshirt rank insignia only. **OCCASIONS** During summer: · Routine training dress for day to day. · Divisions, parades, and inspections, when appropriate. · When travelling to and from cadet training facilities. · Other occasions as ordered. **ACCOUTREMENTS** · White belt and white gaiters. · No name tags, chains, medals, ribbons or pins.

ORDER OF DRESS / TENUE RÉGLEMENTAIRE C4	COMPOSITION
TRAINING DRESS (SEA) / TENUE D'INSTRUCTION (MARINE) 	· Issued ball cap; or · wide brimmed tan summer hat (CSTC only). · Postman blue shirt. · Black t-shirt. · Rank slip-ons. · Trousers and belt. · Socks. · Boots (alternative footwear may be authorized based on the activity). **OCCASIONS** · Routine training dress for day to day nautical / seamanship type training. · Other occasions as ordered. **ACCOUTREMENTS** · Name tape or name tag. · Appointment brassard. · When authorized to wear, boatswain's or gunner's chain and call may be worn with the shirt. · No beret. · No white belt or white gaiters.

M107.06 – IDENTIFY YEAR ONE SUMMER TRAINING OPPORTUNITIES



IMPORTANCE - It is important for the cadet to understand the training opportunities available to them during their first summer in the program so they are aware of what courses they are eligible to attend. It is also important for them to know what training opportunities are available to them in future summers so they can start thinking about what courses they may wish to complete in the future.

AIM
The aim of the general training course is to provide an introductory knowledge of the CSTC environment and the training opportunities available. This training will provide cadets an opportunity to identify the specialty area that motivates them to pursue further CSTC training.

The fundamental training a cadet should participate in on general training includes:
• **Leadership.** PO S103 – Participate as a Member of a Team
◦ The aim of GT leadership is for the individual cadet to participating in activities as a member of a team.

• **Fitness and Sports.** PO S105 – Participate in Fitness and Sports Activities
- The aim of GT fitness and sports is to encourage cadets to actively participate in recreational sports activities and introduce them to the CSTC training opportunities available in this specialty area.

• **Air Rifle Marksmanship.** PO S106 – Participate in Aspects of Marksmanship Specialty Training
- The aim of GT air rifle marksmanship is to build on marksmanship skills learned as part of Phase One and enhance those skills during participation in a recreational air rifle shoot. Additionally, the aim of this PO is to introduce cadets to summer biathlon and the future opportunities available in the areas of marksmanship and biathlon.

• **General Cadet Knowledge.** PO S107 – Adapt to the CSTC Environment
- The aim of GT general cadet knowledge is to familiarize cadets with the structure and environment of a CSTC and to provide cadets with sufficient knowledge and experience to allow them to select the course they will pursue during their second summer at the CSTC.

• **Drill.** PO S108 – Participate in Aspects of Drill and Ceremonial Specialty Training
- The aim of GT drill is to further develop drill skills acquired during Phase One and to introduce cadets to the opportunities available in the drill and ceremonial specialty area.

• **Music.** PO S114 – Participate in Aspects of Music Specialty Training
- The aim of GT music is to introduce cadets to the opportunities available in the music specialty area.

• **Sail.** PO S124 – Participate in Aspects of Sail Specialty Training
- The aim of GT sail is to introduce cadets to the opportunities available in the sail specialty area.

• **Seamanship.** PO S130 – Participate in Aspects of Seamanship Specialty Training
- The aim of GT seamanship is to introduce cadets to the opportunities available in the seamanship specialty area.

C107.01 – Maintain the Sea Cadet Uniform

Seaman's Cap (White Top)

- Clean
- Cap Talley
- Chin Stay sewn in

Tunic

- Iron(no creases)
- Lanyard
- Name Tag
- All badges sewn on (within two weeks of issue)
- Tunic Belt
- No lint

Lanyard

- White
- Worn under the collar
- Knot at first button
- Wrap around second button
- Remainder into pocket

Gun Shirt

- Iron sharply (down front and both sleeves)
- White and clean
- Ironed with spray starch
  (be careful of heat)

Pants

- Ironed creases down front and back of pants
- Pants belt

NOTE: Do not use highest setting for iron – It will burn pants.

Cadet Socks

- Always worn with boots
- Wear another pair of athletic socks underneath

Parka

- Inner worn during Spring/Autumn
- Worn with rank slip-ons
- Outer shell worn with inner during winter months

Work Dress Shirt

- Worn when authorized
- Wear ballcap with it
- Worn with rank slip-ons
- Iron flat with creases down sleeves
- Worn with name tag

Ballcap

- Only worn with work dress shirt

Rank Slip-Ons

- Worn with work dress shirt and/or parka only

Pants Belt

- Work with the cadet uniform pants

Parade Boots

Must be polished to a high gloss finish (mirror like).
Straight laced;
Free of dirt and mud

POLISHING BOOTS
Black shoe polish / Polishing cloth / Old toothbrush / Container with water (NO SPIT!).

Lay the polish very thin on your shoe. Every care product should be used very sparely. Don't forget, less is more.

Apply the polish with a fine cloth carefully over the leather. It's recommended to start with the heel, going to the toe and on the other side back to the heel. Polish in circular motion. A trick is to use hot water to keep the polish soft, so it can be soaked in more easily.

IRONING
Iron all uniform parts (pants, tunic, gun shirt, work dress shirt)
Do not use high heat as it will burn the material;
Purchase an iron cover to help with heat issues;
Use spray starch on gun shirt and work dress shirt for sharp creases

SEWING
Sew on all badges within two weeks;
Use the same colour thread as the badge; and
Ensure the badges are in the proper spot

Top of left sleeve / Haut de la manche gauche

Rank. Worn centred on the upper left sleeve, midway between the shoulder seam and the point of the elbow.

Grade. Porté centré au niveau supérieur de la manche gauche, centré à mi-chemin entre la couture de l'épaule et la pointe du coude.

Or /ou

Or /ou

Or /ou

Participation/appointment. Worn centred on the lower left sleeve directly above the upper seam of the cuff. Up to a combination of four participation / competition or appointment insignia may be worn on the left arm. Only one appointment insignia can be worn at any given time. There is no order of precedence.

Participation/fonction. Porté centré sur le bas de la manche gauche, directement au-dessus de la couture supérieure du poignet. Jusqu'à un ensemble de quatre insignes de participation, de compétition ou de fonction peut être porté sur la manche gauche. Un seul insigne de fonction peut être porté à la fois. Il n'y a pas d'ordre de préséance.

Or /ou

Or /ou

Or /ou

Upper seam of cuff / Haut de la couture supérieure du poignet

Left sleeve - Manche gauche

Top of left sleeve / Haut de la manche gauche

Rank. Worn on the lower left sleeve, centred midway between the bottom of the cuff and the point of the elbow.

Grade. Porté sur le bas de la manche gauche, centré à mi-chemin entre le bas du poignet et la pointe du coude.

Or
/ou

Or
/ou

Participation/appointment. Worn centred on the lower left sleeve directly above the upper seam of the cuff. Up to a combination of four participation / competition or appointment insignia may be worn on the left arm. Only one appointment insignia can be worn at any given time. There is no order of precedence.

Participation/fonction. Porté centré sur le bas de la manche gauche, directement au-dessus de la couture supérieure du poignet. Jusqu'à un ensemble de quatre insignes de participation, de compétition ou de fonction peut être porté sur la manche gauche. Un seul insigne de fonction peut être porté à la fois. Il n'y a pas d'ordre de préséance.

Upper seam of cuff / Haut de la couture supérieure du poignet

Left sleeve - Manche gauche

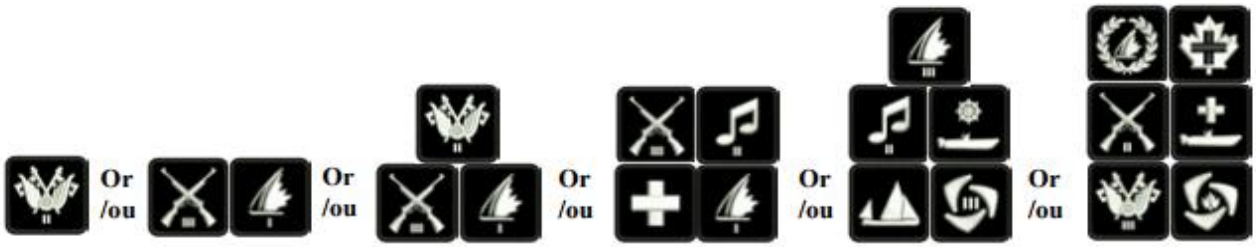
Top of right sleeve / Haut de la manche droite

Qualification Insignia. Worn on the upper right sleeve, centred midway between the lower edge of the corps title insignia and the point of the elbow (as shown in Annex F).

Insignes de qualification. Portés sur le haut de la manche droite, centrés à mi-chemin entre le bas de l'insigne de nom du corps et la pointe du coude (comme l'indique l'annexe F).

Proficiency. Worn on the lower right sleeve directly above the upper seam of the cuff. A maximum of six proficiency insignia may be worn. There is no order of precedence.

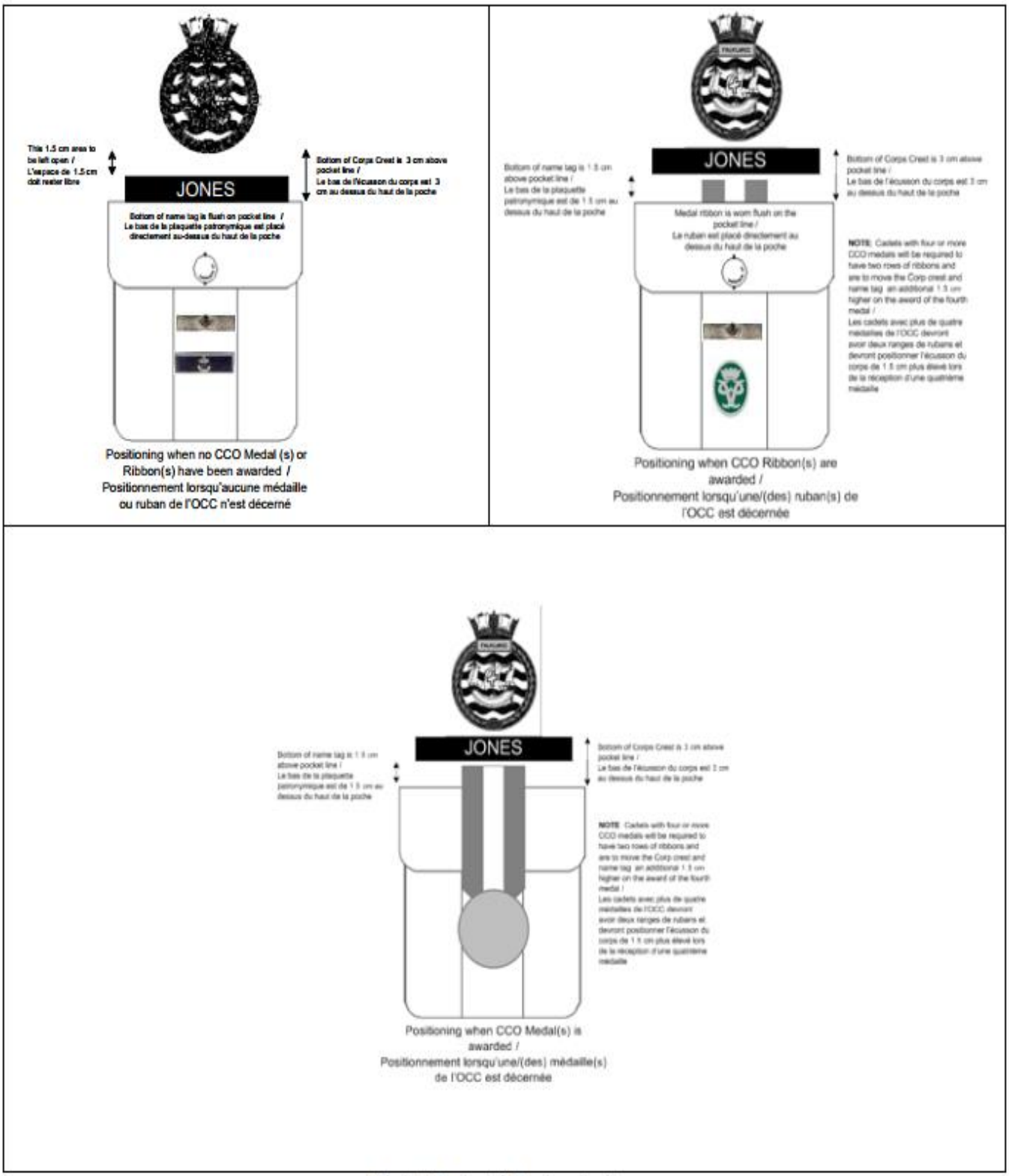
Compétence. Porté sur le bas de la manche droite, directement au-dessus de la couture supérieure du poignet. Un maximum de six insignes de compétence peut être porté. Il n'y a pas d'ordre de préséance.



Upper seam of cuff / Haut de la couture supérieure du poignet

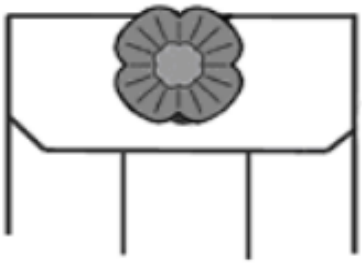
Right sleeve - Manche droite

Corps Badge, Name Tag and CCO Medals/Ribbons
Insigne du corps, plaquette d'identité, médaille et rubans de l'OCC

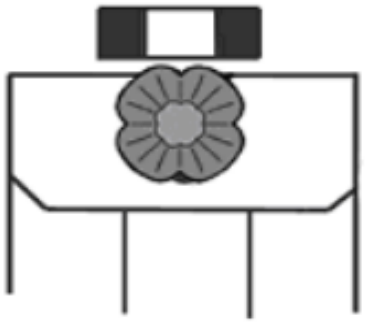


Right Pocket / Poche droite

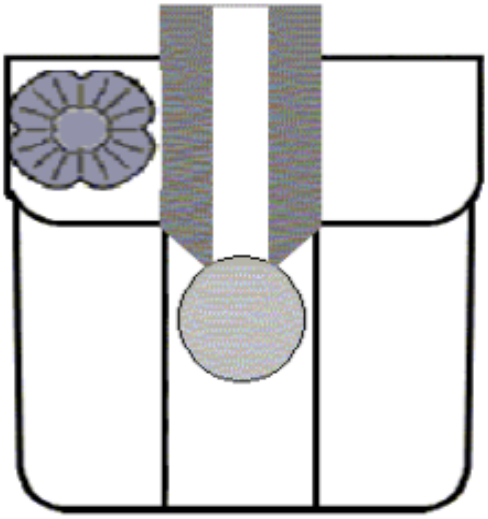
CHS Medal/ Ribbon and Poppy location /
Emplacement des médailles et rubans du RCDH et du coquelicot



Jacket / Veste



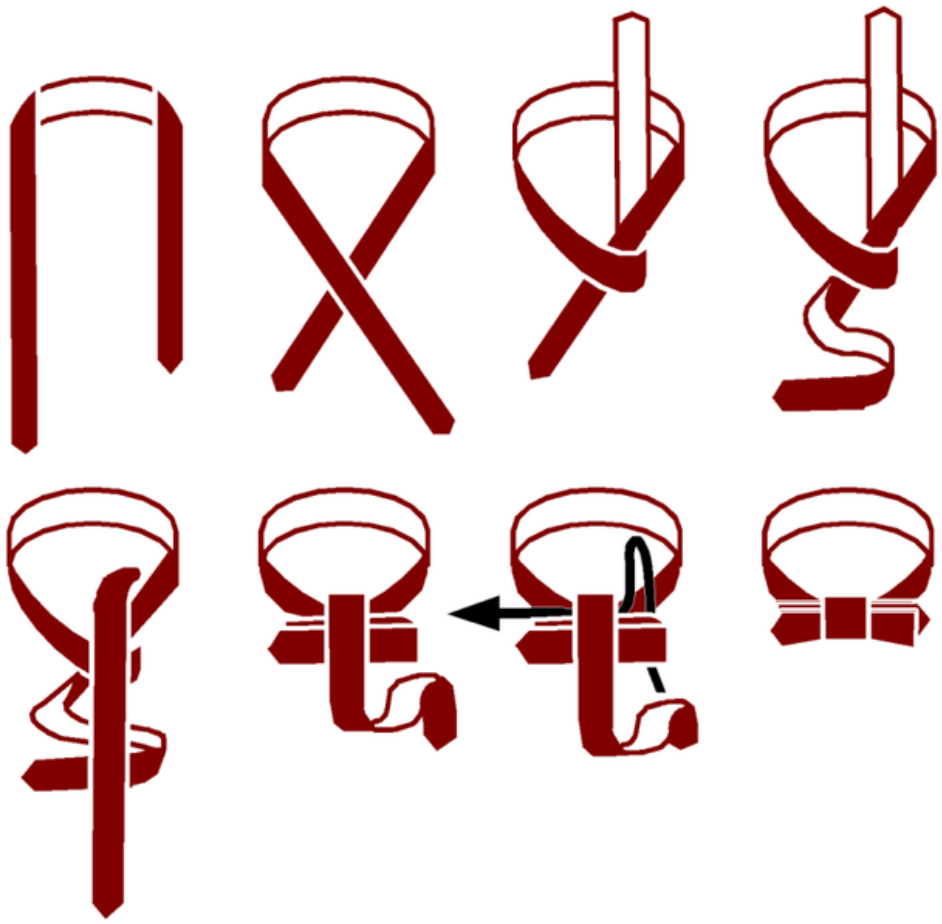
Jacket with CHS ribbon(s)
Veste avec ruban(s) du RCDH

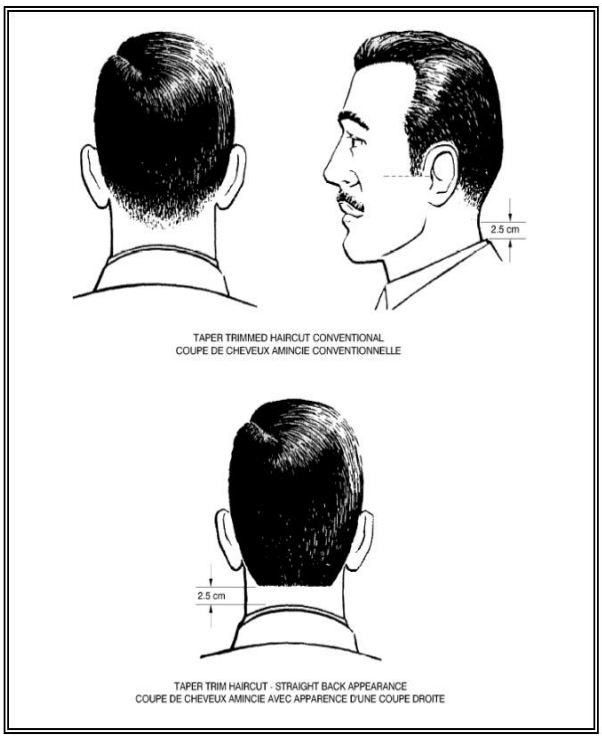


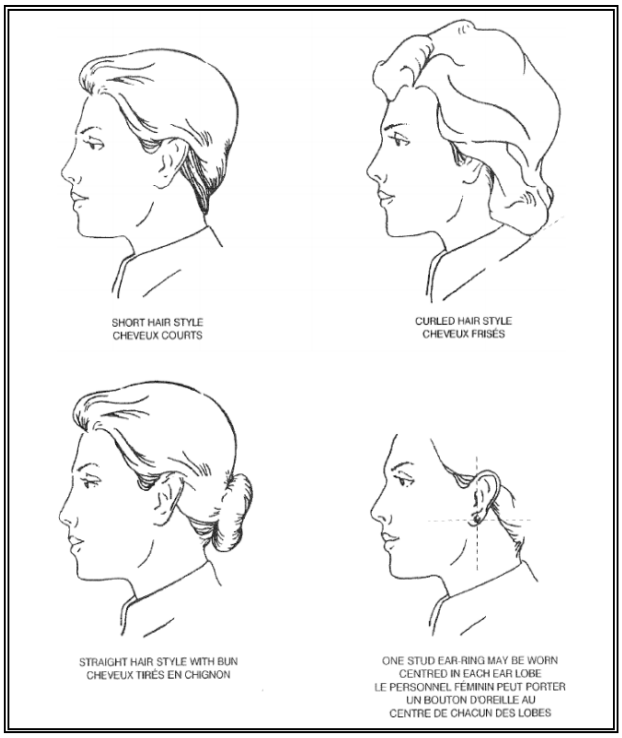
Cadet Jacket with CHS Medal(s)
Veste de cadet avec médaille(s) du RCDH

All-Season jacket
Manteau toutes saisons

Left pocket or side / Poche ou côté gauche




2.5 cm
TAPER TRIMMED HAIRCUT CONVENTIONAL
COUPE DE CHEVEUX AMINCIE CONVENTIONNELLE
2.5 cm
TAPER TRIM HAIRCUT - STRAIGHT BACK APPEARANCE
COUPE DE CHEVEUX AMINCIE AVEC APPARENCE D'UNE COUPE DROITE


SHORT HAIR STYLE
CHEVEUX COURTS
CURLED HAIR STYLE
CHEVEUX FRISÉS
STRAIGHT HAIR STYLE WITH BUN
CHEVEUX TIRÉS EN CHIGNON
ONE STUD EAR-RING MAY BE WORN
CENTRED IN EACH EAR LOBE
LE PERSONNEL FÉMININ PEUT PORTER
UN BOUTON D'OREILLE AU
CENTRE DE CHACUN DES LOBES

C107.02 – Tour the Corps

IMPORTANCE - Being familiar with the location of all the corps facilities can aid the cadets in following instructions, finding information and participating in corps activities.

PARADE SQUARE
The parade square is where cadets have parades. It is where inspections and drill classes usually take place and where the corps holds parades and other ceremonial events. Appropriate corps protocols should be followed regarding the parade square.

CLASSROOMS
Classrooms are the areas where cadets participate in most of their training. The classroom space must be respected, especially in facilities that are shared with other groups. Anything that does not belong to the corps should be left alone. Protocol for entering and leaving the classroom should be followed.

BREAK AREAS
Break areas are where the cadets should be when not tasked.

CANTEEN
The canteen is a store for snacks and other items. The money raised through the canteen may be used to benefit the corps.

WASHROOMS / HEADS
Washroom facilities aboard a ship ar known as 'Heads'

COMMUNICATIONS AREAS
Communications areas could include bulletin boards, activity sign-up sheets, and the location of the standing orders and routine orders. The standing orders contain corps policies. The routine orders contain information on duties, events, activities and personnel changes.

COMMANDING OFFICER'S OFFICE
The CO is at the top of the chain of command within the corps. The CO is responsible for the training and administration of the cadets, civilian instructors and officers working with the corps. Cadets will normally only visit the CO's office at the CO's request, or if directed by another officer.

ADMINISTRATION OFFICE
The Administration Officer (Admin O) is responsible for handling the administrative duties. They are responsible for ensuring forms such as cadet enrolments and summer training applications are completed in full and returned in a timely fashion. They could also be responsible for ensuring attendance is taken for all corps activities. Other administrative staff may include assistant administration officers.

TRAINING OFFICE
The Training Officer (Trg O) is responsible for the coordination and implementation of the corps training program. They are responsible to ensure that training is planned in a logical fashion, instructors are prepared for classes and training materials are readily available for classes. They are also responsible for any administrative forms that are directly related to training, such as training records. Other training staff could include an assistant Trg O, standards officer and level Trg Os.

SUPPLY OFFICE
The Supply Officer (Sup O) is responsible for ordering uniform parts, issuing uniforms parts as necessary and distributing other equipment. They are responsible for all administrative forms that are directly related to supply. Other supply staff could include assistant Sup Os.

STONE FRIGATE
Any building referred to as a ship is known as a 'Stone Frigate'

CLOSING STATEMENT - Knowing the location of all the corps facilities will assist cadets in following instructions, finding information and participating effectively in corps activities.

C107.03 – Participate in an Activity about the History of the Corps

IMPORTANCE - The history of a corps is a source of pride for those within it. Understanding the history of the corps allows the cadet to see what has shaped the unit since its inception and recognize the progress it has made in numerous areas.

Corps Number:

Corps Name:

Corps Charter Date:

Corps Motto:

Affiliated CAF Unit:

Notable Corps Personnel:

Corps Awards:

Notable Corps Events:

Special Corps Protocols / Traditions:

NOTES:

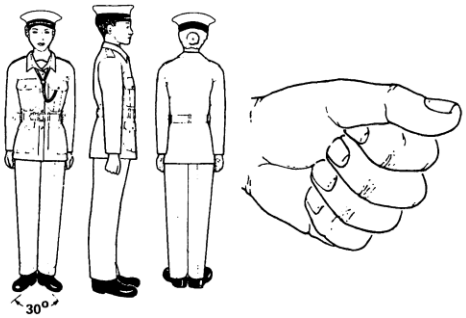
CLOSING STATEMENT - Being familiar with the history of the corps will give cadets a reason to take pride in being a part of it. Having a good understanding of this information can give cadets more of an appreciation of the corps and allow them to pass this information on to others.

108 – DRILL

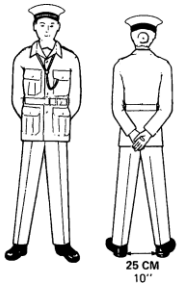
- ☐ M108.01 Adopt the Positions of Attention, Stand at Ease, and Stand Easy
- ☐ M108.02 Execute a Salute at the Halt Without Arms
- ☐ M108.03 Execute Turns at the Halt
- ☐ M108.04 Close to the Right and Left
- ☐ M108.05 Execute Paces Forward and to the Rear
- ☐ M108.06 Execute the Movements Required for a Right Dress
- ☐ M108.07 Execute an Open Order and Close Order March
- ☐ M108.08 March and Halt in Quick Time
- ☐ M108.09 Execute Marking Time, Forward, and Halting in Quick Time
- ☐ M108.10 Execute a Salute on the March
- ☐ M108.11 Pay Compliments with a Squad on the March
- ☐ M108.12 Perform Drill Movements During an Annual Ceremonial Review
- ☐ C108.01 Execute Supplementary Drill Movements
- ☐ C108.02 Participate in a Drill Competition

M108.01 – Adopt the Positions of Attention, Stand at Ease, and Stand Easy

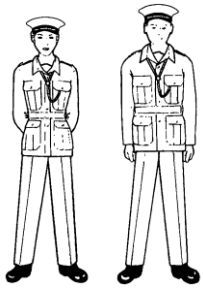
Position of Attention



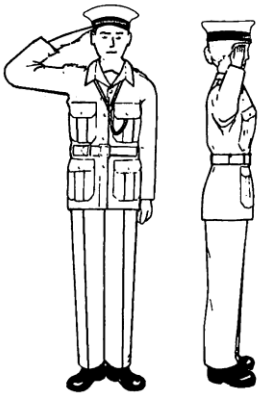
Position of Stand-At-Ease



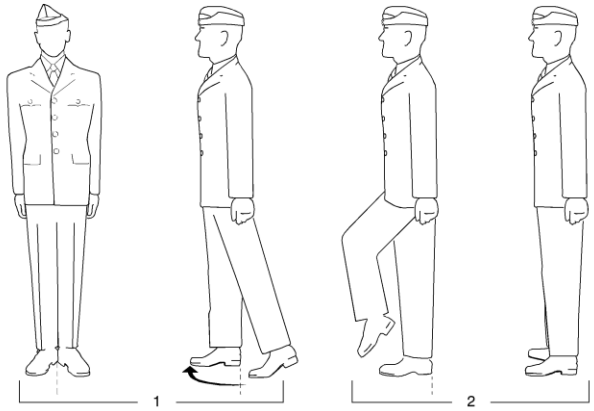
Position of Stand Easy

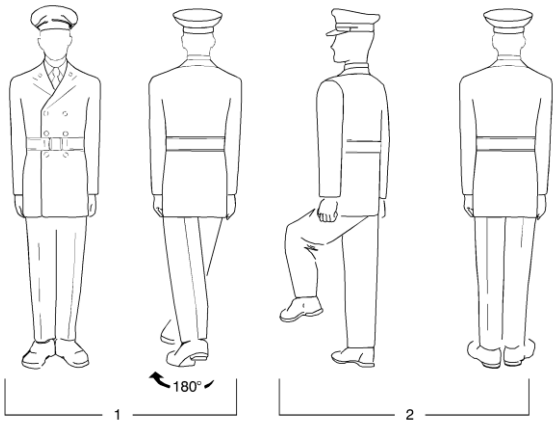


M108.02 – Execute a Salute at the Halt Without Arms

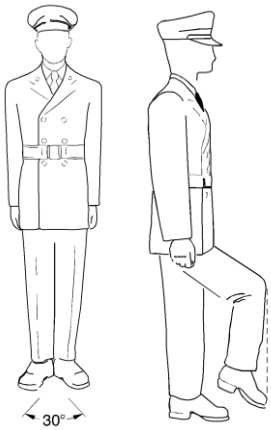


M108.03 – Execute Turns at the Halt

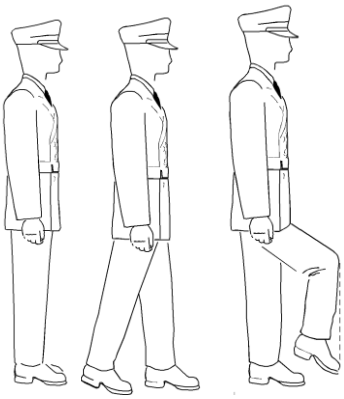




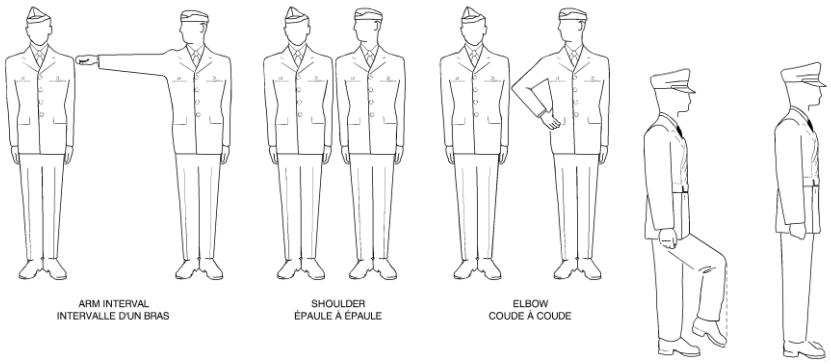
M108.04 – Close to the Right and Left



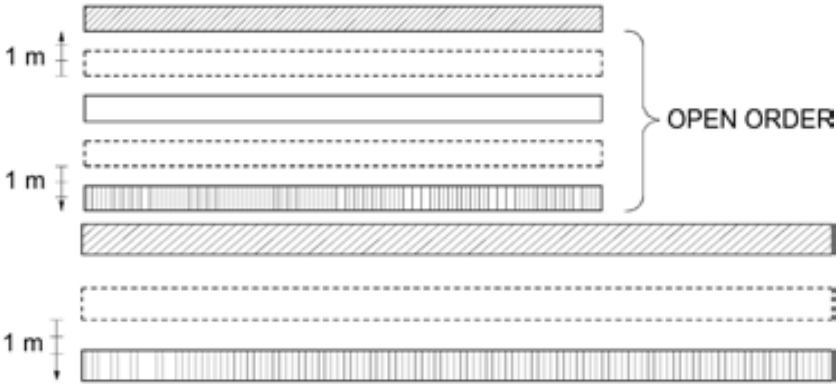
M108.05 – Execute Paces Forward and to the Rear



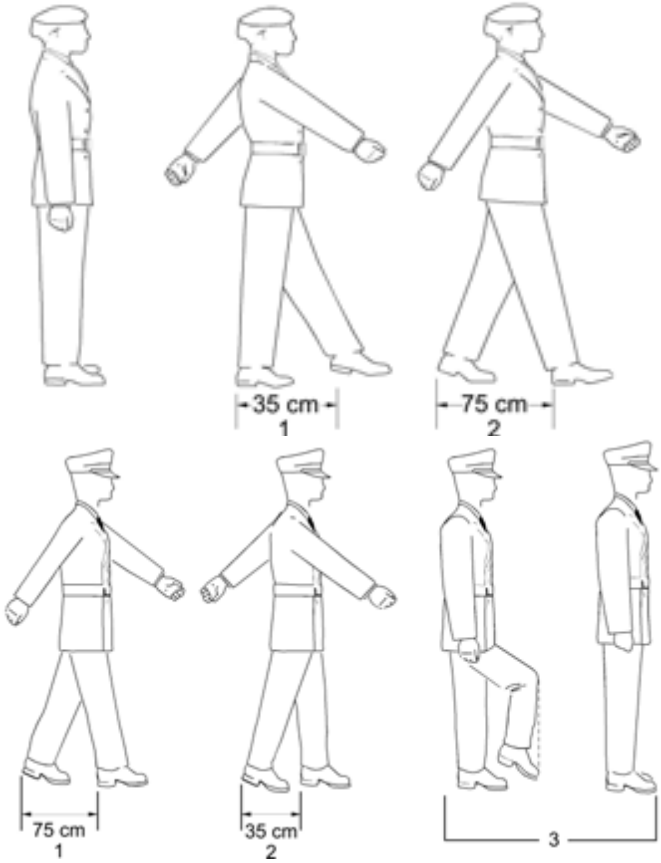
M108.06 – Execute the Movements Required for a Right Dress



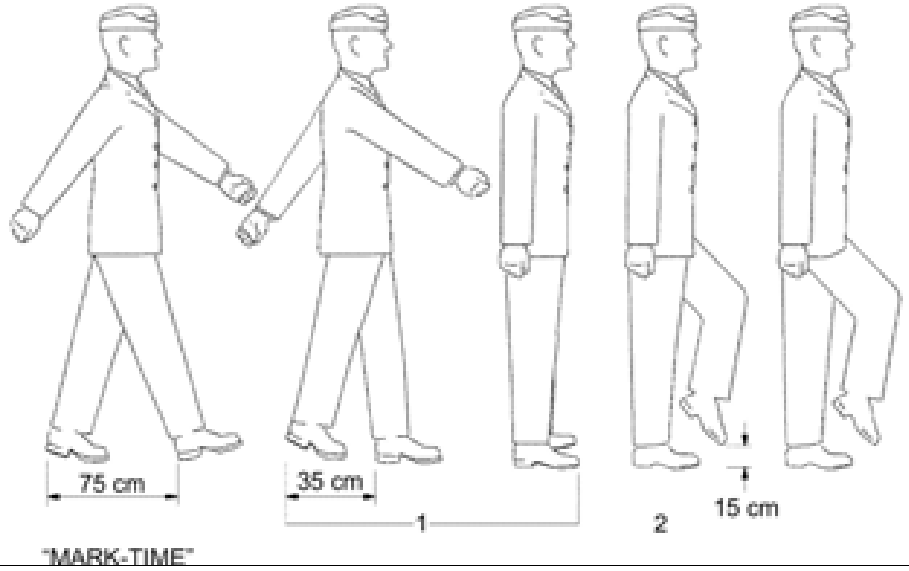
M108.07 – Execute an Open and Close Order March



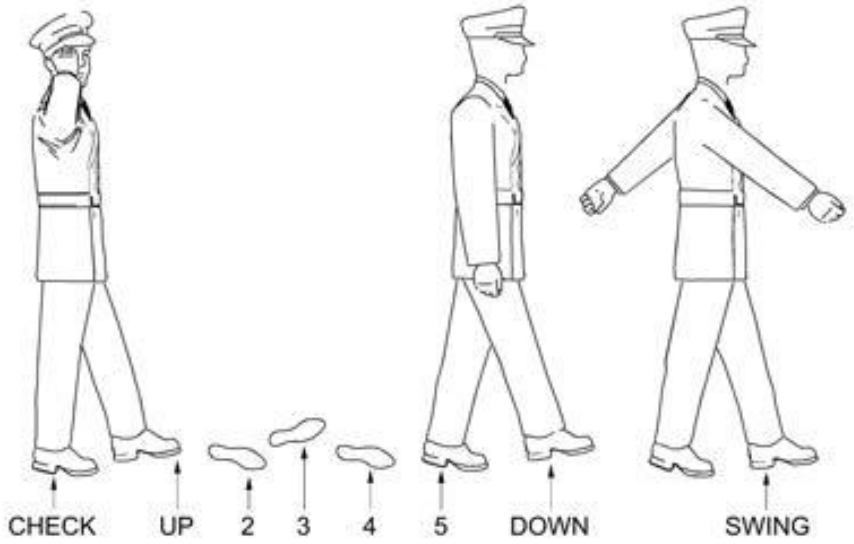
M108.08 – March and Halt in Quick Time



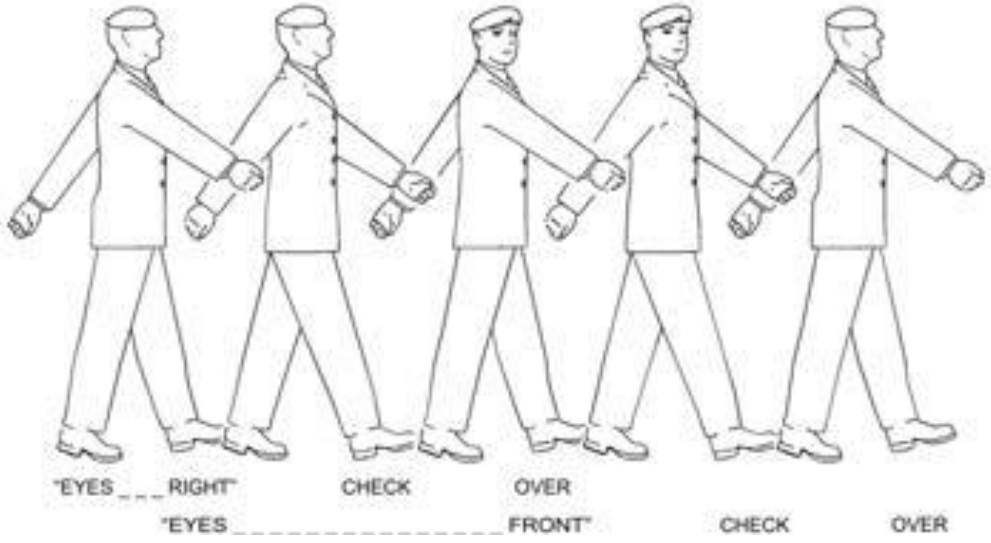
M108.09 – Execute Marking Time, Forward and Halting in Quick Time



M108.10 – Execute a Salute on the March



M108.11 – Pay Compliments with a Squad on the March



PO 111 – PARTICIPATE IN RECREATION SUMMER BIATHLON PROGRAM

Participate in the following lessons:

☐ C111.01 Participate in a Biathlon Briefing

☐ C111.02 Run Wind Sprints

☐ C111.03 Simulate Firing the Cadet Air Rifle Following Physical Activity

☐ C111.04 Participate in a Recreational Summer Biathlon Activity

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PO X20 – PARTICIPATE IN FAMILIRIZATION ACTIVITIES OF THE CANADIAN ARMED FORCES

Participate in the following lessons:

☐ MX20.01A Participate in a CAF activity

☐ MX20.01B Participate in a CAF familiarization Tour

☐ MX20.01C Fire the C7 Rifle

- C7 Rifle Handling Test

☐ MX20.01D Participate in a Mess Dinner

☐ MX20.01E Participate in a CAF Presentation

☐ MX20.01F Participate in a CAF Commemorative Ceremony

☐ MX20.01G Participate in CAF Video Activities

☐ MX20.01H Participate in CAF Familiarization Learning Stations

PO 121 – PERFORM BASIC ROPEWORK

☐ M121.01 Tie Knots, Bends and Hitches

☐ M121.02 Whip the End of a Line Using Common Whipping

☐ M121.03 Coil and Heave a Line

☐ C121.01 Whip the End of a Line Using a West Country Whipping

☐ C121.02 Whip the End of a Line Using a Sailmaker's Whipping

☐ C121.03 Complete a Rolling Hitch

☐ C121.04 Complete a Marling Hitch

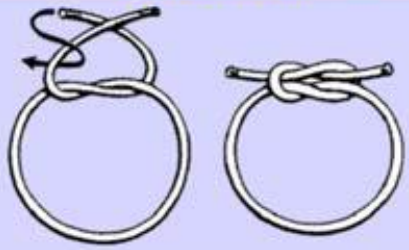
M121.01 – Tie Knots, Bends and Hitches

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.

Bight - A bight is any curved section, slack part, or loop between the ends of a rope, string, or yarn.
Standing end - The standing end is the end of the rope not involved in the knot.
Standing part - Section of line between knot and the standing end.
Working end - The active end of a line used in making the knot.
Working part - Section of line between knot and the working end.

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

REEF KNOT

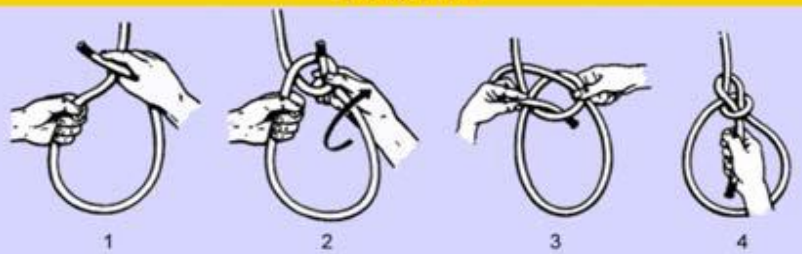


The reef knot is commonly used to tie two lines of equal diameter together, or it can be used to tie off the two ends of a line around an object (eg, parcels, or sails). It got its name from being the knot used to tie up or reduce the reefs or panels of sails.

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

TIE KNOTS, BENDS & HITCHES

BOWLINE



The bowline is the most useful knot for putting a temporary eye in a line; it can also be used as a lifeline around a person's waist.

The knot is made using the following method:

1. With the standing end in one hand, form a small bight with the working end of the line, and lay it over top of the standing end of the line.
2. Bring the working end of the line up to form a loop at the bottom, and make the resulting loop whatever size you need.
3. Bring the working end up through the bight and around the standing end.
4. Bring the working end down through the bight.
5. Hold the two sides of the loop and the working end in one hand, while the other hand holds the standing end of the line, and pull in opposite directions.

TIE KNOTS, BENDS & HITCHES

FIGURE OF EIGHT

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

The knot is made using the following method:

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

TIE KNOTS, BENDS & HITCHES

SHEET BEND

A bend is used to join together two lines temporarily, and is characterized by making a bend in one of the lines.

The sheet bend is one of the simplest and easiest ways of joining together two pieces of line of unequal diameter; the smaller line is always made fast to the bight of the larger one. It can be used when you need to tie your sailboat up to another line.

The knot is made using the following method:

1. Fold an end of the larger line back on itself to form a bight.
2. Bring the working end of the smaller line up through the bight that was formed in the larger line.
3. Take the working end of the smaller line around behind both pieces of the first line.
4. Tuck the working end of the smaller line under itself and pull tight.

TIE KNOTS, BENDS & HITCHES

ROUND TURN AND TWO HALF HITCHES

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

The knot is made using the following method:

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

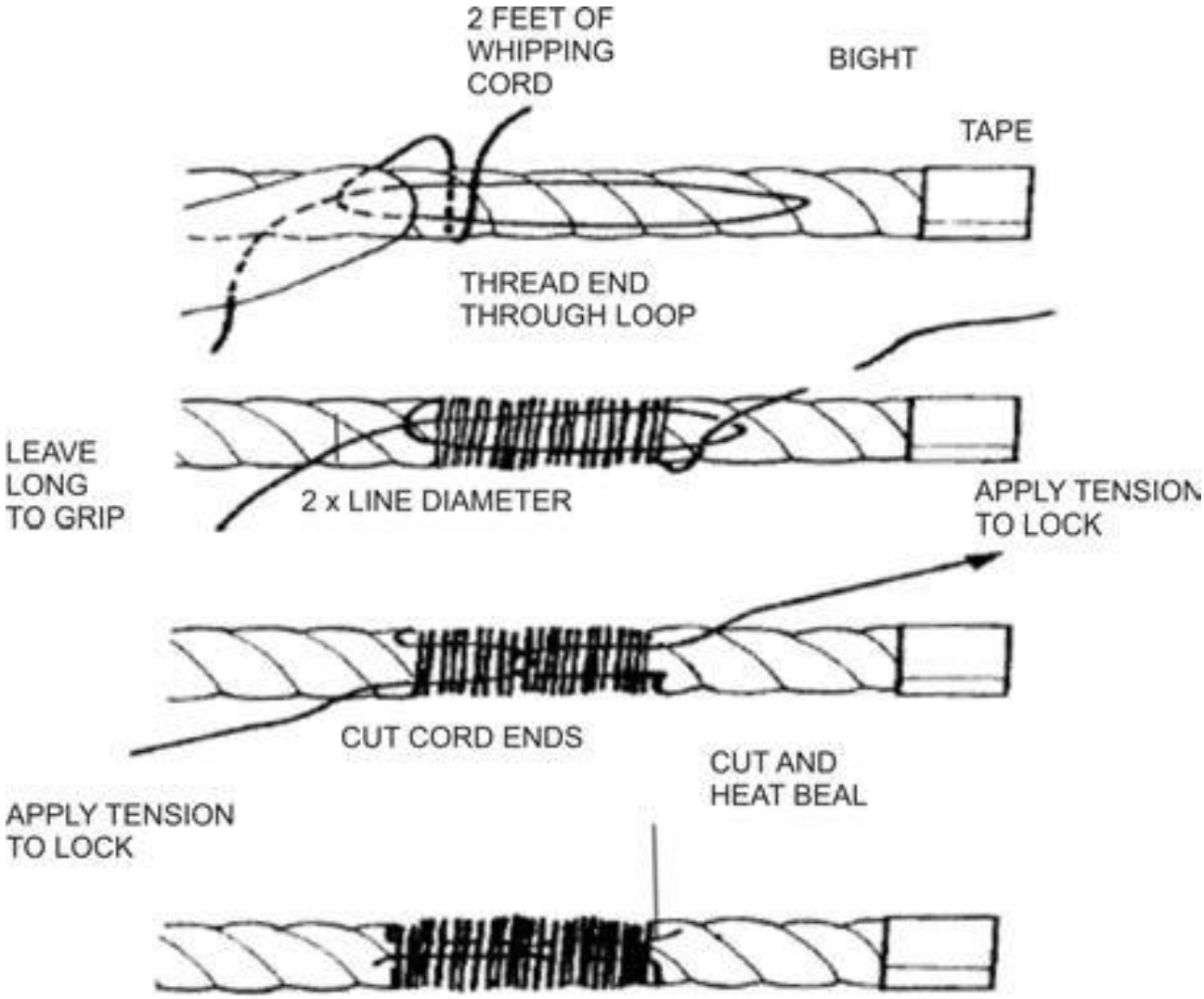
TIE KNOTS, BENDS & HITCHES

M121.02 – Whip the End of a Line Using a Common Whipping

IMPORTANCE - Knowledge of the common whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.

TYPES OF WHIPPINGS
Briefly explain that there are other types of whippings, but that this class will focus on the common whipping only. Other types of whippings include:
• sailmaker's whipping;
• west country whipping; and
• french whipping.

PURPOSE OF WHIPPINGS
A whipping:
• is a binding of fine twine made at the end of a line;
• prevents the line from coming undone, unravelled or frayed; and
• can also be used to mark points along a line.



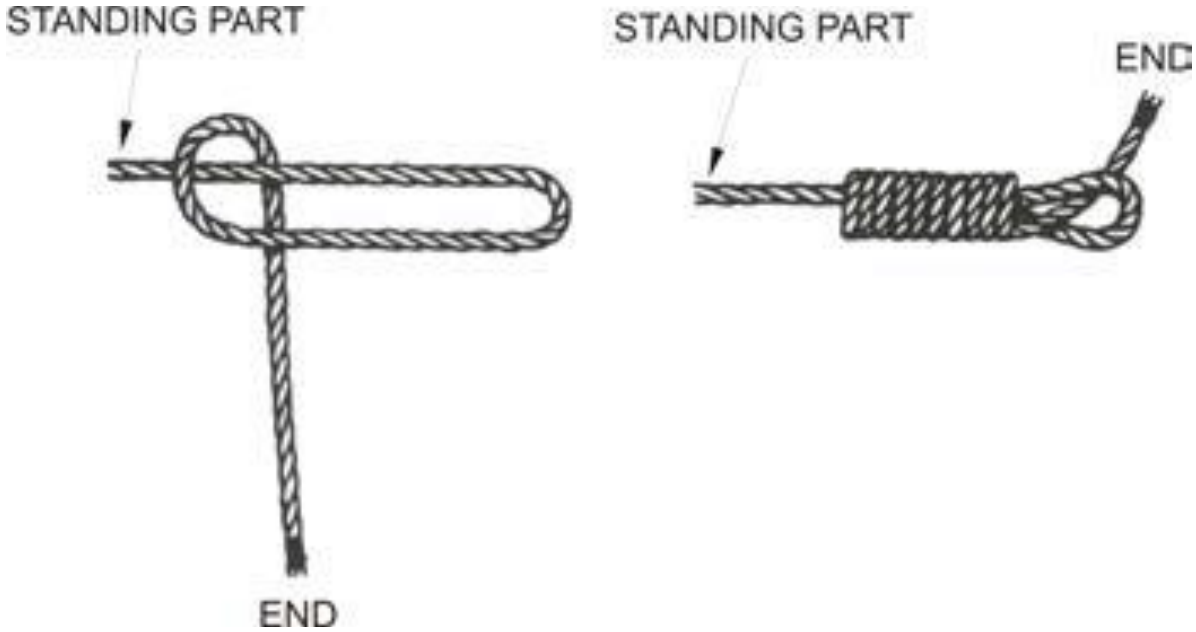
CLOSING STATEMENT – The common whipping will be used in a variety of cadet training activities so it is important that the cadets become proficient with basic whippings.

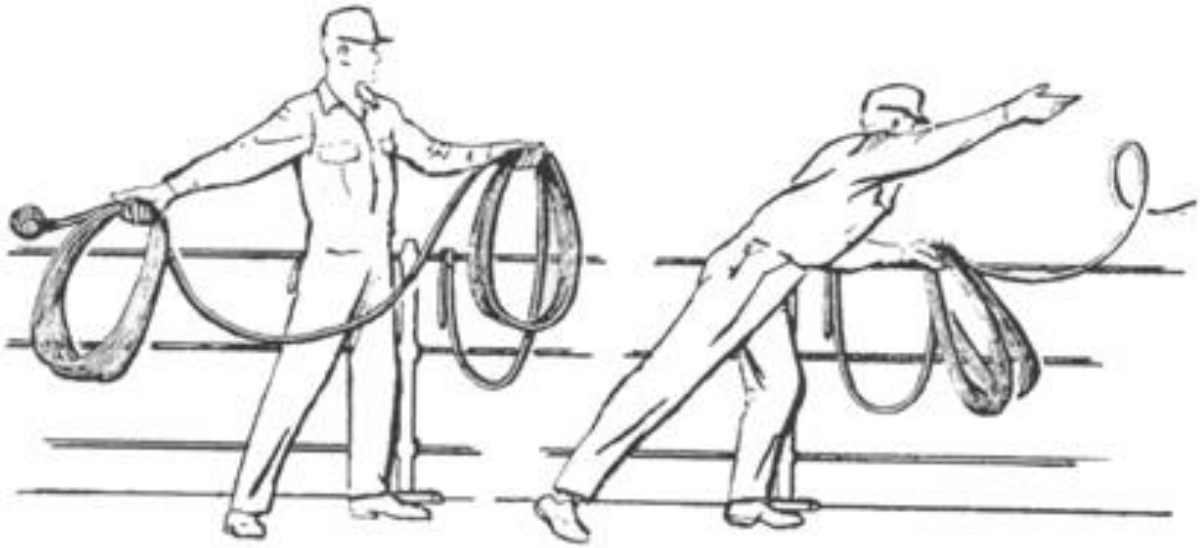
M121.03 – Coil and Heave a Line

IMPORTANCE – Coiling a line is a traditional way of completing line-handling tasks in the navy, as well as being an important aspect of maintaining equipment in a good state of repair. Heaving a line is a skill that will be useful in several sea cadet activities.

CHARACTERISTICS AND USES OF A HEAVING LINE
The characteristics and uses of a heaving line include:
• It is a lightweight flexible line, in order to facilitate throwing.
• There must be a heaving knot, or some weighted device, at the end of a heaving line.
• It can be used to start the transfer of equipment or personnel between ships or from a ship to a jetty.
• It is used to throw a line to a jetty or another boat.

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.





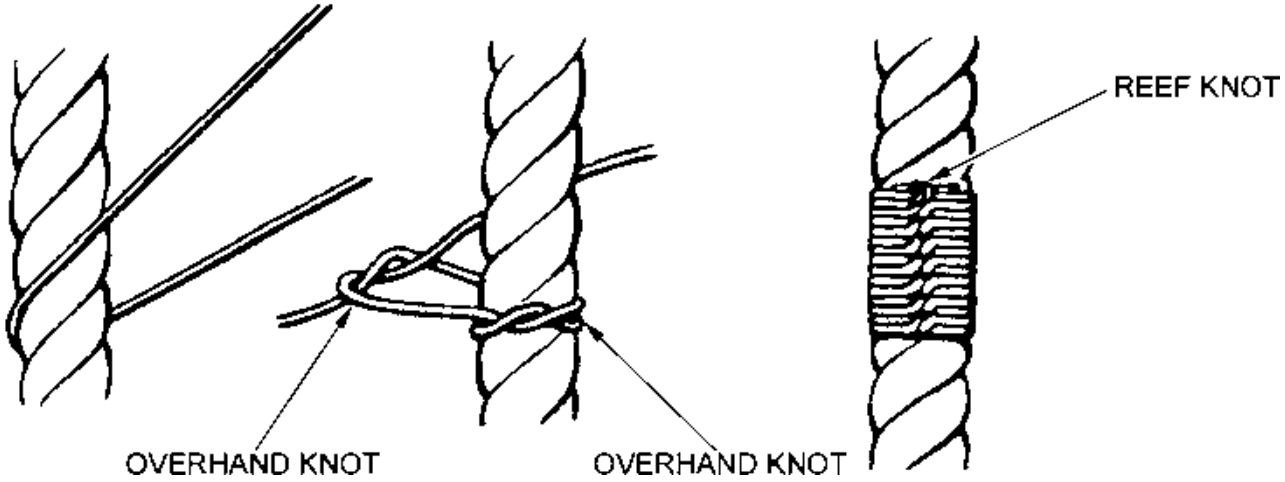
CLOSING STATEMENT – Coiling and heaving a line will be used in a variety of cadet training activities so it is important that the cadets become proficient in these skills.

C121.01 – Whip the End of a Line Using a West Country Whipping

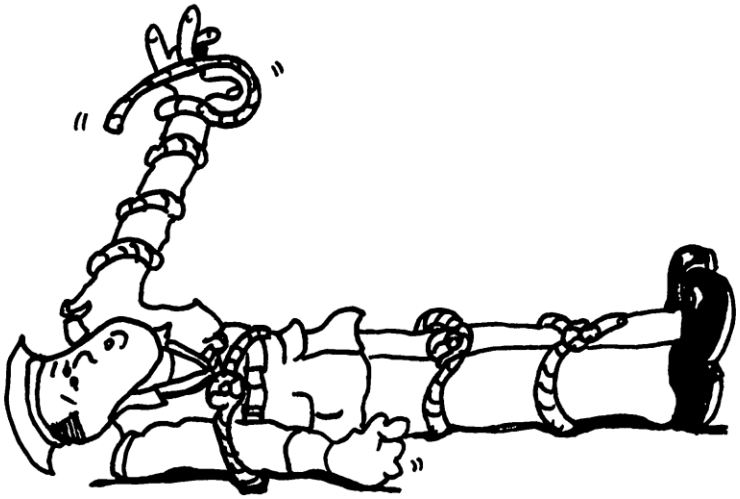
IMPORTANCE - Knowledge of the west country whipping will assist the cadet in future training and is needed to learn more advanced seamanship skills.

WEST COUNTRY WHIPPING
The west country whipping is suitable:
• when a line is in water for a great deal of time, as being in water may cause the whipping to become loose;
• for nylon or polyester line, as this type of line can more easily become undone; and
• to mark points on a line.

Use the following steps to make the whipping:
1. Centre the whipping twine and pass both ends around the line.
2. Each time the ends of the twine pass each other tie an overhand knot.
3. Finish with a reef knot.



CLOSING STATEMENT - The west country whipping can be used in a variety of cadet training activities, so it is beneficial for the cadets to become proficient in this skill.

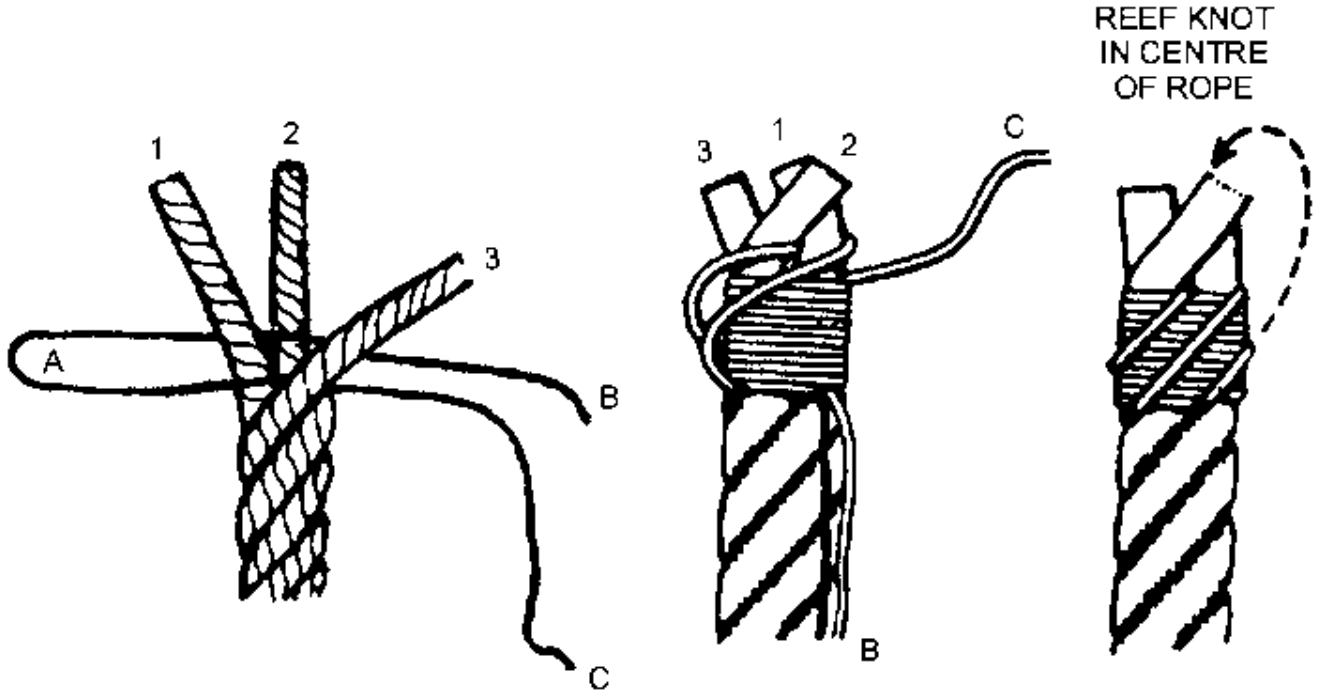


C121.02 – Whip the End of a Line Using a Sailmaker's Whipping

IMPORTANCE - Knowledge of the sailmaker's whipping will give the cadet more versatility when completing advanced seamanship skills.

SAILMAKER'S WHIPPING
The sailmaker's whipping is the most secure of the whippings, but can only be made at the end of a threestrand line. By winding the whipping twine around the line, it will not easily come undone.

The following steps are used to make the sailmaker's whipping:
1. Open or unlay the strands at the end of the line for about two inches.
2. Make a bight about nine inches long in the whipping twine and pass the bight over one strand of the line, letting the bight hang down, and bring the two ends of the twine towards you between the other two strands.
3. Ensure that you now have a bight (A) on one side of the line, and the short end (B) and working part of the twine (C) on the other side.
4. Relay the strands of the line.
5. Whip the line tightly using the working part of the twine (C), moving towards the end of the line, and going against the lay. Put on enough turns so that the whipping is as long as the diameter of the line.
6. Take the slack of the bight (A) and, following the line of the strand (1) as it lies under the whipping, slip the end of the bight over the end of strand (1) as it emerges from the top of the whipping; it should follow the path of the groove in the line.
7. Tighten the bight by pulling firmly on the short end (B). The two parts of the bight will now occupy the grooves on either side of the strand (1).
8. Take the short end (B) and, following the remaining groove, bring it up outside the whipping and between the strands (1) and (3) as they emerge from the top of the whipping.
9. Take the end of the working part (C) and bring it between strands (1) and (3) from the opposite side of which the short end comes up.
10. Finish the whipping by tying the working part and short end together with a reef knot in the middle of the line and out of sight. Trim the ends to finish the whipping.



CLOSING STATEMENT - The sailmaker's whipping can be used in a variety of cadet training activities; therefore it is beneficial for the cadets to become proficient in this skill.

C121.03 – Complete a Rolling Hitch

IMPORTANCE – Knowledge of the rolling hitch will assist the cadet in future training and is needed to learn more advanced seamanship skills.

ROLLING HITCH
A rolling hitch is used to secure a line to a spar or another rope. Depending on the direction in which the rolling hitch is tied, it is made to pull without slipping in that direction only.

The following steps are used to make the hitch:
1. Wrap a line around a post or spar, take a second turn around and cross over the standing part to trap it.
2. Take another full turn around the post, but on the other side of the standing part.
3. Bring the working part up underneath itself to make a half hitch, and pull tight.

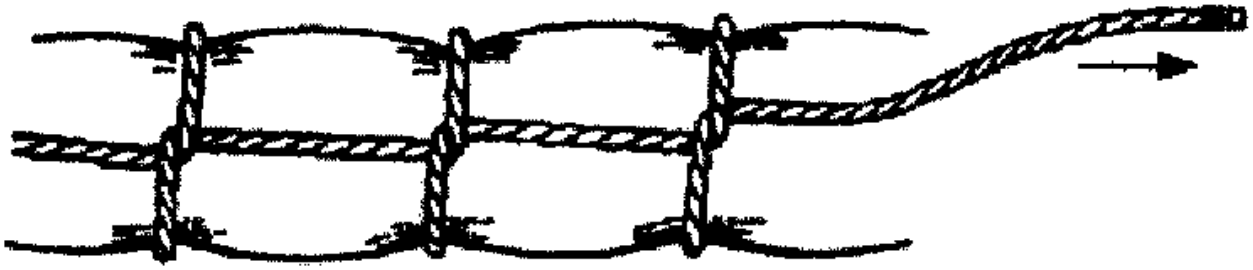
CLOSING STATEMENT - The rolling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

C121.04 – Complete a Marling Hitch

IMPORTANCE – Knowledge of the marling hitch will be beneficial in future training and is needed for more advanced seamanship skills.

PURPOSE OF MARLING HITCH
The marling hitch is used for lashing long bundles such as sails, hammocks and awnings. The end of the line is passed down through each half hitch, jamming that part up against the bundle.

Use the following steps to make the marling hitch:
1. Wrap the working end around the object to be bundled with a half hitch.
2. Move the working end along the length of the bundle and make another half hitch.
3. Repeat this process until the bundle is lashed as far along as required.



CLOSING STATEMENT - The marling hitch can be used in a variety of cadet training activities; therefore it is important that the cadets become proficient with it.

PO 123 – RESPOND TO BASIC FORMS OF NAVAL COMMUNICATIONS

☐ M123.01 Define Basic Naval Terminology

☐ M123.02 Identify Pipes and the Correct Responses

☐ M123.03 Participate in a Review of Ship's Operations

☐ C123.01 Read the 24 Hours Clock

☐ C123.02 Recite the Phonetic Alphabet

☐ C123.03 Participate in a Semaphore Exercise

M123.01 – Define Basic Naval Terminology

IMPORTANCE - Basic naval terminology is used on a regular basis at the cadet corps and during training; therefore it is essential that the cadets become acquainted with commonly used terminology.

NAVAL CUSTOM
One of the most pervasive of naval customs is the use of a special language, commonly known as "naval terminology". When aboard ship, naval terminology is used by the crew to communicate various things, ranging from common items found aboard ship to duties the crew are required to perform.

SEA CADET CORPS
At a sea cadet corps, naval terminology is used to acquaint cadets with some of the more common naval terms and expressions that are still in use today by the Royal Canadian Navy. When at the cadet corps, cadets also use naval terminology to simulate being aboard ship. For example, the building where cadet training is carried out is referred to as the "ship", reinforcing a naval environment.

• **Gash / gash can** - garbage or a garbage can.
• **Stand easy** – a break.
• **Secure** – to close up, put away gear.
• **Head(s)** – toilet(s).
• **Duty watch** – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
• **Out pipes** – the commencement of classes or the end of stand easy.
• **Scran locker** – lost and found.
• **Pipe** – sound produced from a boatswain's call. The notes played have a specific meaning / message.
• **Colours** – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day.
• **Liberty boat** – when all personnel are dismissed for the day and may go ashore.
• **Bulkhead** – a wall.
• **Deckhead** – the ceiling of a ship.
• **Deck** – a floor.
• **Ship's company** – the complement of a ship (this would include a sea cadet corps).
• **Sunset** – the ceremony of lowering the national colours at the end of the training day.
• **Gangway** – any recognized entrance, passageway, or traffic route within a ship.
• **Galley** – the ship's kitchen.
• **Boatswain's stores** – a storeroom for cleaning gear.
• **Pipe down** – an order meaning to keep quiet.
• **Kye** – a hot chocolate drink or snack.
• **Coxswain** – the senior petty officer on a ship / most senior cadet position.
• **Belay** – to make fast a rope, or to cancel an order.
• **Aye Aye, Sir / Ma'am** – order understood and will obey, an appropriate response to an order from an officer.
• **Port** – left side of the ship.
• **Starboard** – right side of the ship.
• **Ship's office** – administration office.
• **Brow** – entrance / exit of ship where personnel must salute as they come aboard or go ashore.
• **Ship's Log** – a logbook that keeps track of the ship's routine.
• **Quartermaster** – at sea, the quartermaster is the master seaman, leading seaman or able seaman who is the helmsman. In harbour, the quartermaster is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow. At a corps, the Quartermaster is usually responsible for greeting guests and filling in the logbook.

CLOSING STATEMENT - Naval terminology is used on a regular basis at the corps and at cadet summer training centres. It is important that cadets have an understanding of common terminology, as they will be exposed to it throughout their cadet career and will be expected to use this terminology, with ease, on an ongoing basic.

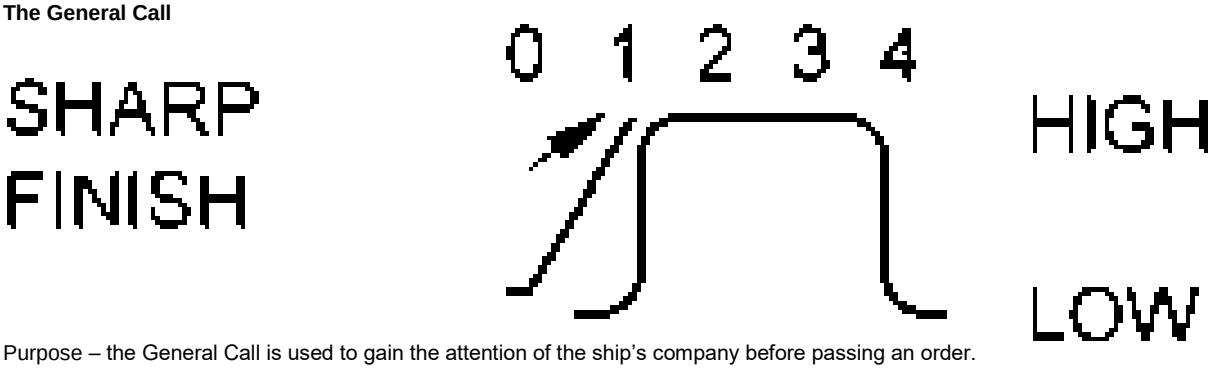
M123.02 – Identify Pipes and the Correct Responses

IMPORTANCE - Pipes are routinely used at the corps during Colours and Sunset ceremonies, as well as for relaying orders. It is important that the cadets be familiar with the pipes in order to respond to them.

SOUNDS OF A PIPE
Pipes from a boatswain call will be made up of high notes and low notes. A high note is achieved by the piper cupping their fingers around the hole and blowing air into the mouthpiece. A low note is achieved by the piper allowing air to flow freely through the hole. Combinations of these low notes and high notes at different time intervals and pauses will make up different pipes, each which have different meanings and responses.

PURPOSE OF EACH PIPE
Pipes have been used for many years aboard naval ships. They are still currently in use today to gain the attention of a ship's crew or to pass on instructions to crewmembers. Each pipe has specific purposes as well as specific reasons for their usage. The following are the purposes for those pipes, which are familiar to most sea cadet units.

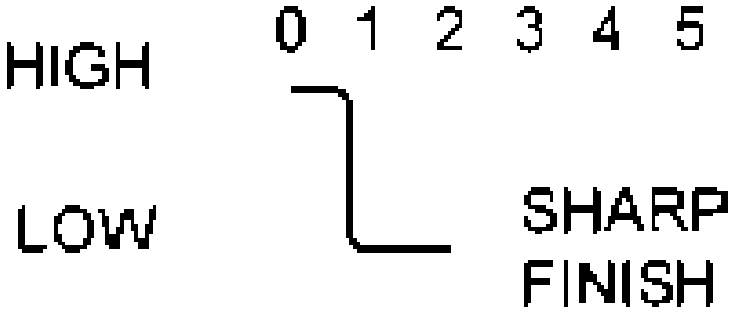
The General Call



Purpose – the General Call is used to gain the attention of the ship's company before passing an order.

Response – when the pipe is heard, cadets should stop what they are doing, adopt the position of attention and listen for orders. Cadets should not talk or move until the orders are passed.

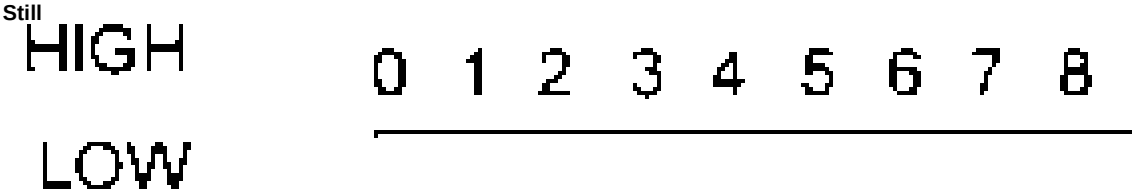
Carry On



Purpose - the Carry On is piped after the reason for the Still is completed.

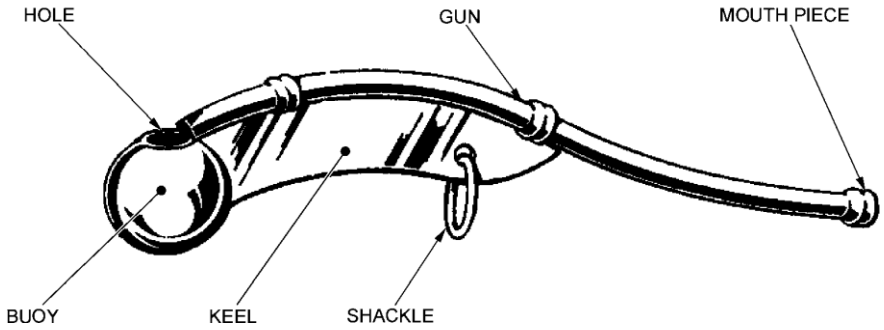
Response - the Carry On is piped after the reason for the Still is completed, and the cadets may continue with what they were doing before they heard the pipe or carry out the new orders.

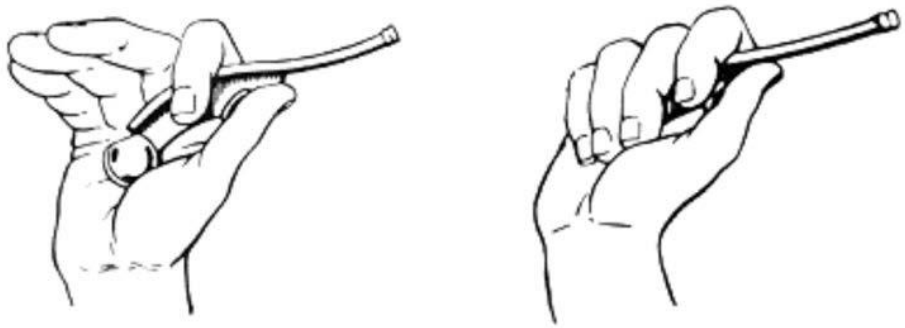
The Still



Purpose – the Still is used to pipe all hands to attention as a mark of respect, to order silence on occasions such as rounds, colours and sunset, or to stop all work in the vicinity in order to prevent an accident.

Response - when the pipe is heard, cadets should stop what they are doing, adopt the position of attention and await instructions.





C123.01 – Read the 24 Hour Clock

IMPORTANCE - It is important that cadets are able to convert conventional time into 24-hour time as it is routinely used at the corps.

WHY THE 24-HOUR CLOCK IS USED
Royal Canadian Sea Cadet Corps' use the watches and times based on the traditional system in use today by the Royal Canadian Navy. The 24-hour clock provides distinction between the watches and eliminates the use of am and pm.

HOW THE 24-HOUR CLOCK WORKS
The 24-hour clock uses the numbers 0 – 24. To convert conventional time into 24-hour time in the pm, simply add 12 to the conventional time. For example, if it is 7:00pm, add 12 (7+12), which equals 19, therefore it is
1900 hours.

- 0000 - 12:00 am;
- 0100 – 1:00 am;
- 0200 – 2:00 am;
- 0300 – 3:00 am;
- 0400 – 4:00 am;
- 0500 – 5:00 am;
- 0600 – 6:00 am;
- 0700 – 7:00 am;
- 0800 – 8:00 am;
- 0900 – 9:00 am;
- 1000 – 10:00 am;
- 1100 – 11:00 am;
- 1200 – 12:00 pm;
- 1300 – 1:00 pm;
- 1400 – 2:00 pm;
- 1500 – 3:00 pm;
- 1600 – 4:00 pm;
- 1700 – 5:00 pm;
- 1800 – 6:00 pm;
- 1900 – 7:00 pm;
- 2000 – 8:00 pm;
- 2100 – 9:00 pm;
- 2200 – 10:00 pm;
- 2300 – 11:00 pm.

CLOSING STATEMENT - At the corps, the ability to convert conventional time into 24-hour time is essential in order for the cadets to read training schedules and meet timings.

C123.02 – Recite the Phonetic Alphabet

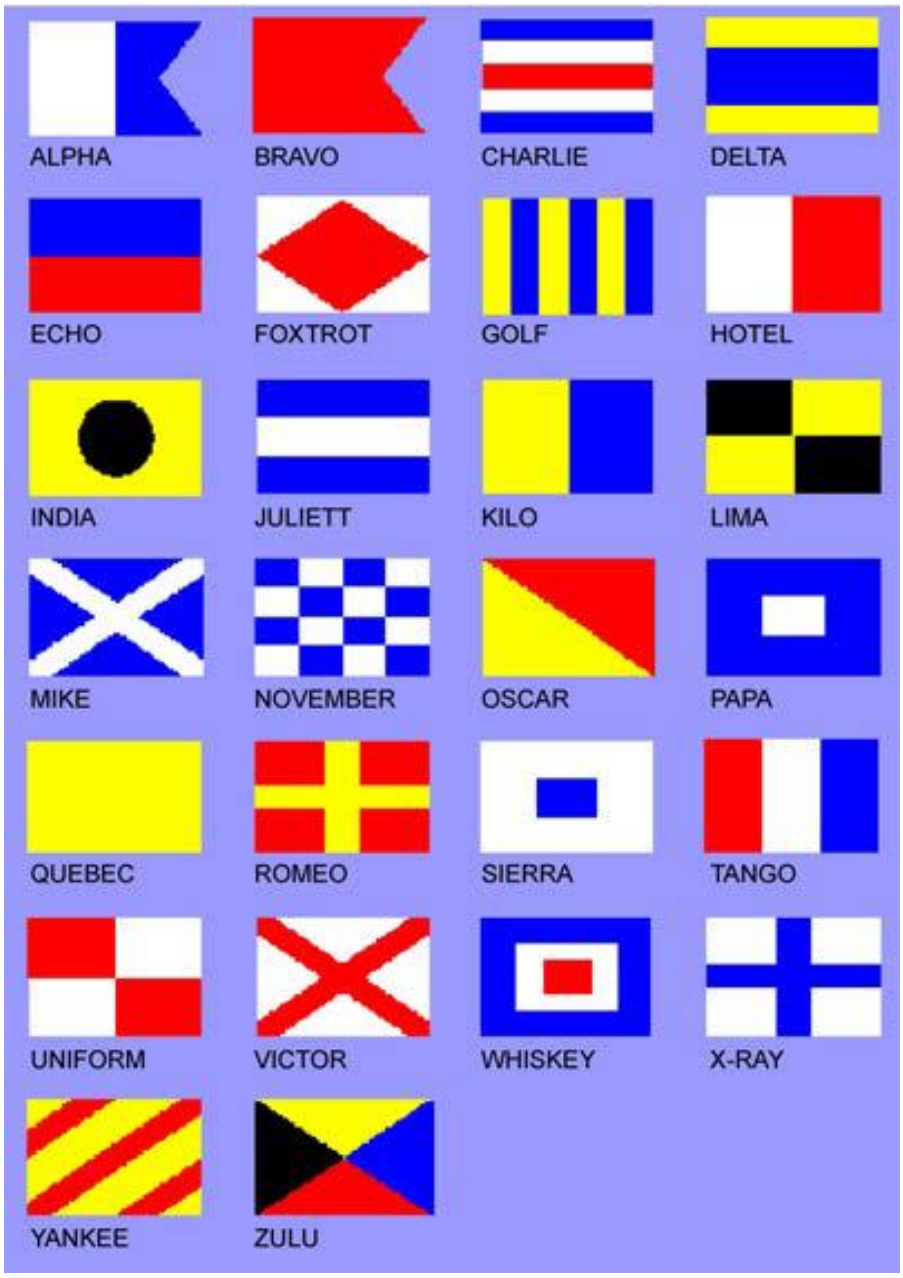
IMPORTANCE - Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and cadet summer training centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

THE USE OF THE PHONETIC ALPHABET
In the 1950's, the phonetic alphabet was developed to be intelligible and pronounceable to all North American Treaty Organization (NATO) allies in the heat of battle. It has replaced other phonetic alphabets that were used in past years.

The phonetic alphabet is used for clarification during communication, especially during radio procedures. It is used to spell out letters in place of saying only the letter itself. By using the phonetic alphabet, there is less chance for confusion during communication. For example, the letters "D" and "E" sound similar and could easily be mistaken for one another. When using the phonetic alphabet, "**D**elta" and "**E**cho" are easy to distinguish.

The phonetic alphabet is used internationally by marine communities, aircraft, amateur radio operators and the military. Cadets will be exposed to the phonetic alphabet at their corps, sailing centres and CTCs.

CLOSING STATEMENT - Cadets should be able to recite the phonetic alphabet as they will use it for communication purposes at the corps, sailing centres, and cadet summer training centres (CSTCs). It is also an important element of life aboard ship as it is widely used during communications.

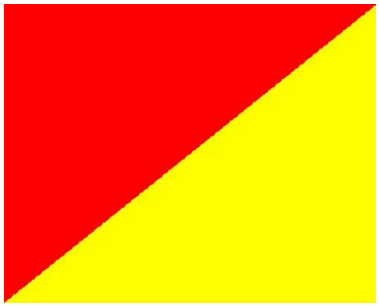


C123.03 – Participate in a Semaphore Exercise

IMPORTANCE - Semaphore was designed to enable a naval communicator to rapidly send accurate and secure messages over a short distance during daylight. Although technology has limited the need for semaphore in today's navies, it is still used in modern replenishment at sea operations. Having the cadets learn this skill will connect them to the history and tradition of communications in the Royal Canadian Navy.

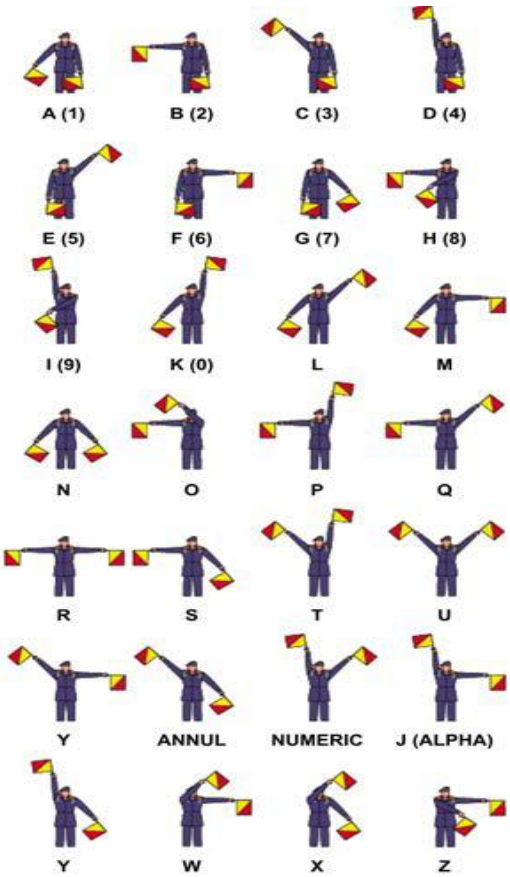
SEMAPHORE
Semaphore is a visual signalling procedure that dates back, in its present form, to the 18th century. The two hand flags are red and yellow in colour, split diagonally, with the red side opposite the handle. Both flags are used in combination to form letters and numbers. Since the receiver must be able to clearly see the sender, this type of communication is used during daylight over short distances.

Semaphore signalling allows for rapid transmission of characters between stations. Since there is always the possibility of someone intercepting an electronic transmission, the simplicity of using flags to communicate is very appealing.



CALLING AND ANSWERING SEMAPHORE MESSAGES
Put the cadets into pairs. They should start off by sending simple one or two word messages to each other (hello, goodbye, sea cadet, names of TV shows, etc). As they become more comfortable, they may start to send each other longer messages progressing into sentences.

CLOSING STATEMENT - Learning semaphore will help you connect with the history and tradition of communications used in the Royal Canadian Navy, in a fun and hands-on activity. Although technology has limited the need for semaphore in today's navies, it is still used in modern replenishment at sea operations.



C123.04 – Ring the Ship's Bell

IMPORTANCE - The ship's bell, for centuries, has had a significant role in the traditions and customs of a sailor. It has been used to guide the daily rhythm on a ship as its tolling marked the passing of time and indicated the changing of the watches. Although the ship's bell finds limited use in today's Royal Canadian Navy, it is important for sea cadets to become familiar with it as it is used for ceremonies such as Colours and Sunset performed by sea cadet corps'.

History of the Ship's Bell
The ship's bell bears the name of the ship and the date of her launching. Since a ship's bell is among its most significant artifacts, when a ship decommissions, there is demand from many quarters for this item. Bells may go to naval and civilian museums for safe-keeping and display. In the case of Canadian ships named for towns and cities, the 'home' community sometimes receives the bell, and shows it off at city hall. For example, the city of Miramichi is now in possession of HMCS MIRAMICHI's bell. On occasion, bells end up in unlikely places like retail stores or even in private hands.

BAPTISMS
The baptism of children on board ship is conducted in the wardroom. The ship's bell is mounted in a special holder, which is to be draped with the Canadian Naval Jack. The bell is then used as a font for the baptism.
On completion of the ceremony the chaplain pours the water into the sea from an appropriate position on the upper deck of the ship. As the water is being poured overboard the Officer Of the Day (OOD) shall order the quartermaster to pipe the "Side". The child's name and date of the baptism are engraved on the bell in accordance with Maritime Command Orders (MARCORDS).

PARTS OF THE SHIP'S BELL
The parts of the bell consist of the bell, bell rope and clapper.

HOW TO RING THE SHIP'S BELL
The bell is rung with two strokes of the clapper in quick succession, followed by a one second pause between rings. For example, five bells will sound "ding-ding", pause, "ding-ding", pause, "ding". This is done to make it easier to count the number.

On the hour, the bells are rung in even numbers; on the half hour the bells are rung in odd numbers as follows:
• eight bells at 0800,
• one bell at 0830,
• two bells at 0900,
• three bells at 0930,
• four bells at 1000,
• five bells at 1030,
• six bells at 1100,
• seven bells at 1130, and
• eight bells at 1200 at which point the cycle repeats itself.

CLOSING STATEMENT - This lesson gives the cadets an opportunity to participate in a long standing naval tradition, and prepares them to participate in Colours and Sunset ceremonies at the corps.

PO X24 - SAILING

MX24.01 Prepare for a Sail Weekend
MX24.02 Participate in a Sail Weekend

MX24.01 – Prepare for a Sailing Weekend

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

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

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

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

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

SUGGESTED CLOTHING AND FOOTWEAR FOR A SAIL WEEKEND
The weather forecast and the following clothing guidelines can assist in determining the clothing to be worn / brought for sail training.
Footwear
On-the-water training. Soft-soled shoes (sneakers) or sailing boots. No open-toed footwear is permitted. Footwear will get wet so it is recommended that cadets wear older shoes they do not mind getting wet or purchase water shoes.
Ashore training. A separate pair of shoes other than the on-the-water pair is needed. Cadets are not permitted to wear wet footwear unless they are participating in on the water training. Seasonal outdoor footwear is recommended for ashore activities.
Clothing
On-the-water training. All personnel should have at least two sets of the following:

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

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

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

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

PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND

CX25.01 Prepare for a Nautical Training Weekend 1
CX25.02 Participate in a Nautical Activity

SEA CADET INTER-DIVISIONAL COMPETITION (SIDC)

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