PRINCIPLES FOR BEING A GREAT CADET

- Be on time;
- Have a great looking uniform (take pride in yourself)
- Always practice your drill and deportment
- Always show respect (saluting and greetings)
- Volunteer for everything – learn everything you can
- Seek help from your DPO
- Always apply the skills you learn in leadership
- Welcome new cadets and make them feel a member of the team
- Help your fellow cadets
- Leave the cell phones/social media alone while at cadets
- Seek and accept responsibility
- Do not get your parents/guardians to do your sewing / polishing / work – **You are responsible for yourself**
- Encourage your friends / school friends to join cadets
- Use the Corps resources online / in person
- If you are being bullied or need help, seek the Unit Cadet Conflict Management Advisor (UUCMA)

Strive to improve yourself with every step you take!

CO – Commanding Officer (AKA - 'Captain')
XO – Executive Officer
TrgO – Training Officer
AdmO – Administration Officer
SupO – Supply Officer
Cox'n – Coxswain
DPO – Divisional Petty Officer

CANADIAN CADET ORGANIZATIONS

PHASE 2 HANDBOOK

CCO Reference Manual

(A guided handbook for PHASE 2 Cadets)

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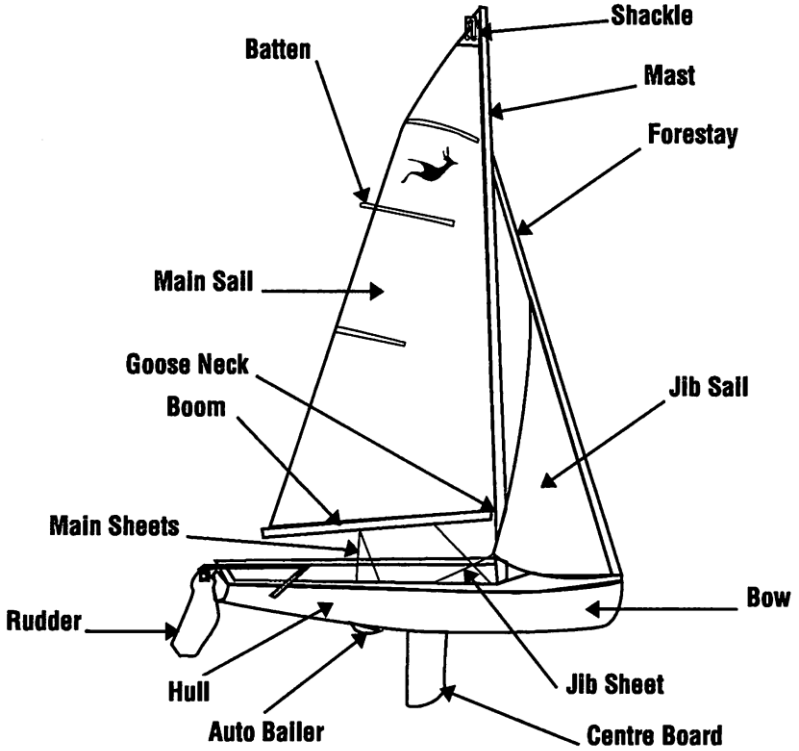
PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND

☐ MX25.01 Participate in a Nautical Training Weekend



SEA CADET INTER-DIVISIONAL COMPETITION (SIDC)

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

PO X24 – SAIL A BOAT

☐ MX24.01 Prepare for a Sailing Weekend

☐ MX24.02 Participate in a Sailing 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 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:
DATE:
HOURS:
ORGANIZATION:

ACTIVITY:
DATE:
HOURS:
ORGANIZATION:

ACTIVITY:
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ORGANIZATION:

C223.02 – Pipe the Side

IMPORTANCE
The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets. The Side will only be used on occasions onboard ship, as the Side is never used at ashore establishments.

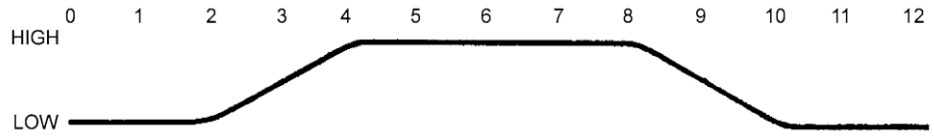
THE SIDE

The Side is piped for a Commanding Officer (CO) of Her Majesty's Canadian Ship (HMCS), for Royalty, and for any foreign naval officers.

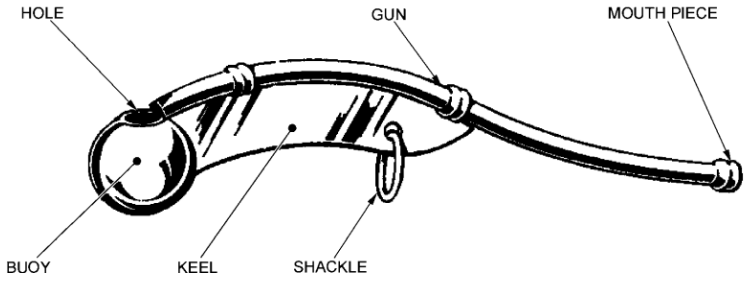
The Side is piped when the officer (from those listed above) crosses the brow of the ship on arrival and departure.

It is important to note that the Side is not piped at any shore establishment.

The Side is sounded by blowing a low note for four seconds, gradually ascending to a high note for four seconds, gradually descending to a low note for four seconds with a sharp finish. The Side lasts for a total of 12 seconds.



CLOSING STATEMENT - Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.



C223.01 – Define Naval Terminology

IMPORTANCE - It is important for cadets to define naval terminology as these terms are frequently used in a naval environment.

NAVAL POSITIONS / APPOINTMENTS

Boatswain. Comes from the old English "batswegen", meaning the boat's swain, or husband. Boatswains are the seamanship specialists.
Buffer. The chief boatswain's mate.
Helmsman. The person steering the ship.
Jimmy. The Executive Officer (XO).
Killick. Leading seaman; derived from the Gaelic word meaning anchor.
Sin Boatswain. Chaplain or padre.
Tiffy. The medical person onboard a ship.
Yeoman. The senior signalman onboard a ship.

NAVAL TERMINOLOGY

Binnacle. The stand or housing for the ship's compass.
Bravo Zulu. Signifies 'good job' or 'well done'.
Dhobey. Laundry.
Foul. To entangle or obstruct.
Irish Pennants. Rope yarns or stray rope ends. This term is currently used to refer to stray threads on a person's uniform.
Make and Mend. Traditionally this was time set aside to repair and replace kit, but is currently used as recreational time.
Pusser. Anything that is service issued.
Silent Hours. Hours between pipe down and calling the hands. Only emergency pipes are made during this time.
Tiddley. Neat/smart/clean.

NAVAL ORDERS

Ahoy. A way of attracting attention.
Avast. Stop what you are doing.
Batten Down. To secure closed/shut.
Cast Off. To let go.
Check Away. To ease out a line or wire.
Haul Taut. To pull tight.
Walk Back. To pay out by walking, keeping the line in hand.

CLOSING STATEMENT - Naval terminology is a fun and exciting aspect of Sea Cadet training. This set of terms is unique to the Navy and a part of naval history/tradition. It is important to know these terms because this language is used throughout Sea Cadet training.

PO 203 – LEADERSHIP

- ☐ M203.01 Discuss Leadership Within a Peer Setting
- ☐ M203.02 Discuss the Principles of Leadership
- ☐ M203.03 Discuss Effective Communication in a Peer Setting
- ☐ M203.04 Demonstrate Positive Group Dynamics
- ☐ M203.05 Discuss Influence Behaviours
- ☐ M203.06 Employ Problem Solving
- ☐ M203.07 Discuss Personal Integrity as a Quality of Leadership
- ☐ M203.08 Participate in Team Building Activities
- ☐ C203.01 Record Entries in a Reflective Journal
- ☐ C203.02 Employ Problem Solving
- ☐ C203.03 Discuss Characteristics of Leadership
- ☐ C203.05 Participate in Trust Building Activities
- ☐ C203.06 Participate in Problem Solving Activities

M203.01 – Discuss Leadership Within a Peer Setting

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

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

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

Following the Chain of Command. Following the chain of command ensures that all information that must be passed up and down the chain is delivered. Following the chain of command prevents gaps in the information flow.

Setting the Example. A Phase Two cadet must set a personal example in dress and deportment. A good leader will never ask more of their followers and teammates than they are willing to give themselves.

Being Firm, Fair and Friendly with Everyone, Especially New Recruits. No one is impressed with a Phase Two cadet who yells, least of all new cadets. A highly influential and respected Phase Two cadet is one who is consistent in their approach to people and each situation. Being approachable at all times should enable the cadet to fulfill all duties and responsibilities in an effective manner.

Being Respectful to Superiors and Subordinates. Using a proper tone of voice, looking people in the eyes when they speak and standing up straight is a physical way to show respect. If the Phase Two cadet wishes to be treated with respect, they must display respect toward others.

Being Aware of Safety Hazards.

Displaying Initiative. Undertaking small matters, like cleaning up, before being told to do so is an example of using initiative. Superiors notice when small tasks are completed without any request to do so.

Setting Goals. Every leader needs to set goals. Goals allow people the opportunity to turn ideas into results. A goal is a glimpse of the future. Setting goals like improving their drill, dress and deportment, gives Phase Two cadets something to strive for. By setting goals, and working towards them, a Phase Two cadet will show commitment.

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

M203.02 – Discuss the Principles of Leadership

IMPORTANCE
It is important for cadets to learn the principles of leadership because they are fundamentals of leadership theory. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is inherent in the participant outcomes of social competence and it is one of the three aims of the Cadet Program.

Discuss the Principles of Leadership
Leadership is a demonstrable skill. This means it can be displayed and observed. Leadership can be learned and the skills involved can be improved with practice. Within leadership there are set of principles that may be used to improve leadership ability.

PRINCIPLES OF LEADERSHIP

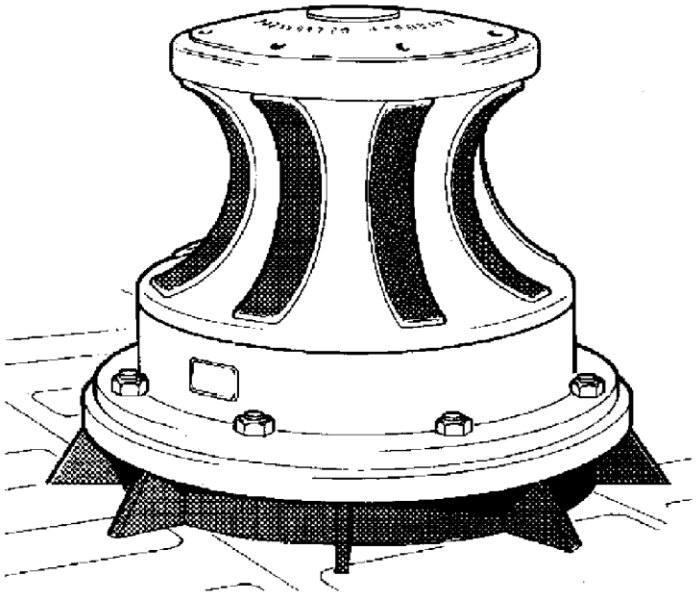
Leadership is influence.
The ability to influence others is fundamental within the leadership process. Everyone influences someone. People are influenced by those around them on a daily basis: friends, family, teachers, newsmakers, athletes, etc. all influence others. In turn, those same people are influenced.

Influence can be positive or negative.
There are many people who use their influence in a positive manner and while doing so help their community, their school, their family, and the world around them. There are some people who use their influence in a negative manner and while doing so do not help anyone including themselves.

Leadership can create opportunities in life.
Qualities of leadership are learned and practiced; therefore improving your ability to lead may create opportunities in life. Throughout the Cadet Program, cadets may be given many occasions to lead. Success in a leadership role may lead to greater leadership opportunities with bigger challenges, more responsibility, rewards, etc.

CLOSING STATEMENT - Throughout the Cadet Program, cadets may be given many occasions to lead. To improve their leadership ability, cadets may incorporate the principles of leadership into their own leadership style. Cadets may learn from the situations discussed that they are never too young to use their influence in a positive manner.

2. A ship, under normal circumstances, will approach a jetty bow first, at an angle of approximately 15 degrees.
3. The fore spring is the first line heaved ashore. It is used to check the ship's forward movement and assist in moving the ship's stern towards the jetty.
4. The head rope is heaved ashore and is taken to the capstan in order to control the ship's head. A capstan is a revolving drum, mounted on a vertical shaft, used for working lines. Capstans are found fore and aft on a ship.



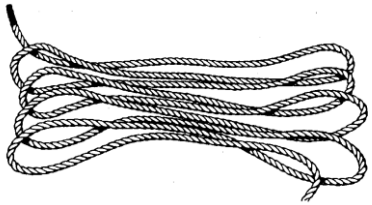
5. From aft, the stern rope is heaved ashore, which is taken to the capstan and hauled in to bring the stern into the jetty.
6. The after spring is then heaved ashore from the aft, and is used to prevent any backwards movement while maneuvering alongside.
7. The breast line is taken ashore in no particular order and is down-slacked by hand as the head and stern lines are worked to bring the ship alongside

8. Secure all berthing lines to the corresponding twin bollards on the ship.

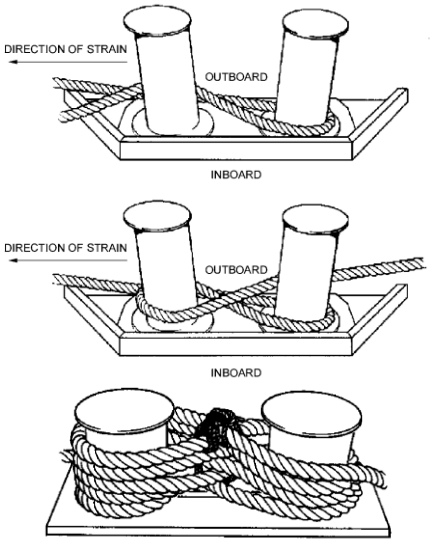
SLIPPING A SHIP
A ship will slip from a jetty in reverse order from the arrival. The breast line, after spring and stern rope are simultaneously taken in first. The fore spring is held while the head rope is heaved in on the capstan, and engines are used to move the ship's head in towards the jetty. The head rope and fore spring are then taken in, and the ship makes a sternboard (reverse) departure.

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

FAKING DOWN A LINE
To fake down a line, place it on the deck in large fakes/bights so that it is free for running.



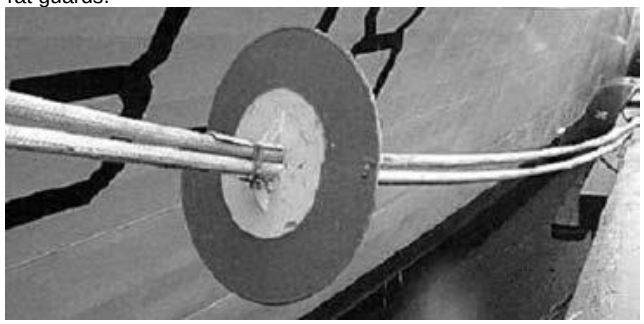
SECURING A LINE TO A TWIN BOLLARD
To secure a line to a twin bollard, first turn the line around the bollard farthest from the source of strain, from outboard to inboard. Belay the line by making figure-of-eight turns to the top of the bollard.



PROCEDURES TO BERTH A SHIP
The normal procedure for approaching a jetty and the securing order of berthing lines are as follows:

1. To prepare for berthing the following must be completed:

a. fake out all lines;
b. position fenders along the jetty side of the ship;
c. prepare the brow and gangway (platform placed between the ship and the jetty) by bringing it to its approximate location; and
d. provide rat guards.



M203.03 – Discuss Effective Communication in a Peer Setting

IMPORTANCE - It is important for cadets to learn effective communication in a peer setting to continue to improve their leadership skills. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Effective communication may be used to resolve and/or reduce problems and conflict. By experiencing the benefits of effective communication in a peer setting, cadets may enhance their self-confidence and self-esteem.

HOW COMMUNICATION IS FUNDAMENTAL TO INFLUENCE OTHERS
Effective communication is a critical skill for leaders in a peer setting. Communication is the exchange of thoughts, messages and information. It is the process of sharing knowledge, interests, attitudes, opinions, feelings and ideas with others. Through communication one person can influence others. Effective communication may also be used to resolve and/or reduce problems and conflict.

COMMUNICATION IS A SKILL
Like any skill, the ability to communicate with competence must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages.

NON-VERBAL COMMUNICATION
Non-verbal communication uses many channels for sending and receiving information. Information is received through all our senses (taste, sight, smell, touch and sound). Some aspects of non-verbal communication include:

- **Eye Contact.** Looking directly at another person when speaking is an effective way of indicating sincerity and getting someone's attention.
- **Body Posture.** The weight of the message being sent will be increased when facing the person being spoken to, standing or sitting closer to them and leaning forward. Using correct body posture when listening is also an effective way of indicating interest in the conversation.
- **Gestures.** A message that has a body gesture attached to it takes on added emphasis.
- **Facial Expressions.** When making a statement, make sure facial expressions agree with the message.
- **Voice Tone, Volume Changes.** Shouting may cause people to become defensive, just a whispering may cause people to tune out the message. Make sure voice levels are correct for the space and that statements are convincing without being intimidating. Being able to read non-verbal responses to communication, while leading in a peer setting, may help cadets understand how they are being perceived.

SENDING, RECEIVING AND RESPONDING TO A MESSAGE
Communication consists of three things: sending, receiving and responding to a message.

The sender must deliver a clear message, taking into consideration the characteristics of the individual(s) receiving the message. Is the person a child or an adult? Is there one person, or are there 20? These and similar factors all determine how the message should be sent.

Next, the message is received. It is important to remember that receivers translate what they have heard based on their own set of definitions, which may differ greatly for those of the sender.

The final component of communication is response. A response lets the sender know the message has been received. All three parts are necessary for effective communication.

THREE STYLES OF COMMUNICATION
Aggressive Communication. A person who is an aggressive communicator puts their own wants and needs ahead of everyone else and they often ignore or belittle other people's concerns.

Aggressive communicators often:

- talk over people and interrupt;
- make sarcastic, demeaning or threatening remarks;
- consider only their own point of view; or
- stand too close, lean over you or in some other way make you feel physically uncomfortable.

Aggressive communication usually leads to hostility, anger and resentment.

Passive Communication. A person who is a passive communicator puts other people's wants and needs ahead of their own and often denies what they want or need.

Passive communicators often:

- hardly ever say what they want or need;
- let others make decisions for them;
- avoid conflict and disagreement at all costs; and
- drop hints rather than directly request that something gets done.

Passive communication usually leads to bad feelings and damages relationships.

Assertive Communication. A person who is an assertive communicator uses skills based on mutual respect. Assertive communicators can say how they see things and hear how others see things. They work towards outcomes that satisfy everyone.

Assertive communicators often:

- are open and honest about what they are thinking and feeling;
- makes direct requests if they want something done, leaving the option to say "no";
- respect themselves and show respect to others; and
- are able to disagree without creating bad feelings.

Assertive communication usually results in clear and open communication.

ASSERTIVE COMMUNICATION
Assertive people use a number of important communication skills. They ask questions to gather information and check that they have understood correctly. Assertive people say what is on their mind in a direct yet courteous way so there is no hidden message.

USING "I" STATEMENTS
One of the most important skills that an assertive communicator uses is making "I" statements. Assertive people use "I" language. An assertive communicator uses statements like "I'd like…", "I'd appreciate…", "I think…." and "I feel"… etc. They own their own messages and speak for themselves. Their suggestions are not weighted with advice, commands, and "shoulds" or "oughts". Their feedback is constructive and free from blame.

Non-verbally assertive people:

- make appropriate eye contact;
- sit or stand comfortably erect;
- use open gestures to support their comments;
- speak in a clear, steady, firm tone of voice; and
- maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

ACTIVE LISTENING SKILLS
Assertive people also use active listening skills. These skills include:

- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
- not talking about themselves;
- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker's feelings; and
- allowing for silence.

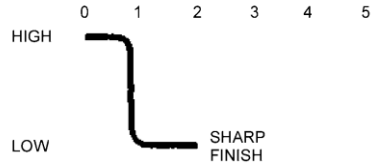
CLOSING STATEMENT - Effective communication is a critical talent for leaders. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Using their influence in a peer setting, cadets may resolve and/or reduce problems and conflict and it may enhance cadets' self-confidence and self-esteem.

M223.06 – Pipe the Carry On

IMPORTANCE - The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

CARRY ON
The Carry On is used to negate the Still. The Carry On does not require any further orders or verbal announcements as the pipe itself is an order. After the Still is given, personnel are to maintain the position of attention until the Carry On is piped.

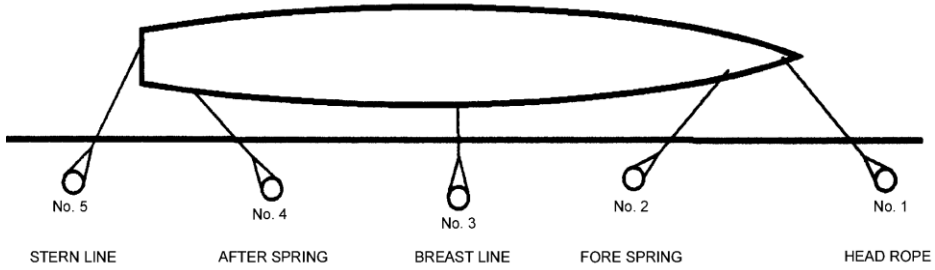
The Carry On is produced by blowing a high note for one second, followed by a sharp descent to a one second low note with a sharp finish. The Carry On lasts a total of two seconds.



CLOSING STATEMENT
Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

M223.07 – Identify the Procedure for Berthing a Ship

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



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

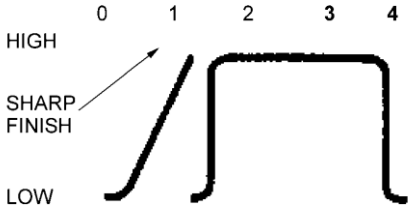
Breast Line. Line extending from midships that controls the lateral movement/distance that the ship lies from the jetty.
Head Rope. Line extending from the bow of the ship that is used to adjust the ship's position alongside a jetty.
Spring Line. Controls the fore and aft position of the ship. Any spring line that leads aft and prevents the ship from moving forward is called a head/fore spring. Any spring line that leads forward and prevents the ship from moving aft is called a back/after spring.
Stern Line. Line extending from the stern of the ship that is used to adjust the ship's position alongside a jetty.

M223.04 – Pipe the General Call

IMPORTANCE - The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

THE GENERAL CALL
The General Call is used to precede any broadcast order; to draw attention to the order. It is used when passing out-of-routine orders or information of general interest. On a ship, it may also be used to precede the calling away of any boat's crew (except that of a barge).

The General Call is produced by blowing the pipe for one second with a short blast of a low to high note, followed by a short pause. A low note is then piped for a half-second with a sharp ascent to a high note, lasting for 2 seconds, followed by a sharp descent to a low note for a half-second. The pipe lasts a total of four seconds.



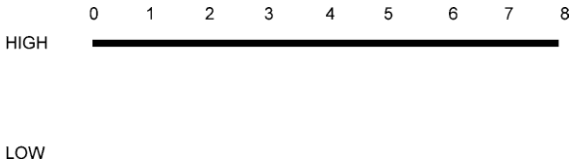
CLOSING STATEMENT - Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

M223.05 – Pipe the Still

IMPORTANCE
The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.

THE STILL
The Still is used to call all hands to attention as a mark of respect, or to order silence on any occasion. It is also used to announce the arrival onboard of a senior officer. The Still does not require any further orders or verbal announcements as the pipe itself is an order.

The Still is produced by holding the high note for eight seconds with a sharp finish.



CLOSING STATEMENT
Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call.

M203.04 – Demonstrate Positive Group Dynamics

IMPORTANCE - It is important for cadets to learn about positive group dynamics to continue to improve their leadership skills. By experiencing the benefits of working as a supportive and encouraging team member in a peer setting, cadets may enhance their self-confidence and self-esteem.

POSITIVE GROUP DYNAMICS
According to "Youth Leadership", as individuals begin to work in groups, they discover that there are patterns of group development; they learn that all groups develop in predictable ways. Information about group development and dynamics dispels myths about groups. One myth many cadets believe is that "nobody feels the way I do." Feelings of isolation and detachment are common among individuals who enter a new group. As cadets learn more about the tasks necessary for groups to evolve, they discover that there is more to forming a positively functioning group than just bringing people together.

Cadets learn why people have come to the group. Through activities, cadets share what they are feeling and why they are there. As cadets discover how groups operate and as they learn about the kinds of forces that exist within groups, they begin to understand how they fit into their own group.

In order for a peer group or team to perform at its highest level, each member of the team should display positive group dynamics. To demonstrate positive group dynamics, group members should:

- contribute to the group's goal;
- exhibit trust in the group;
- create a safe environment for others to share their opinions;
- follow the leader;
- finish the task;
- display esprit de corps; and
- appreciate others within the group.

DISPLAY POSITIVE GROUP DYNAMICS
To display positive group dynamics, cadets must:

- Contribute to group discussions by providing input. This means contributing to every discussion. Even if a cadet has no new or original ideas, agree or disagree with other member's suggestions. Ask questions.
- Offer support and volunteer to take on extra assignments.
- Be motivated. Be enthusiastic and ensure the best effort each time when working in a team setting.
- Participate in establishing the team's goals. Cadets will have to work to meet the team's goals, so cadets should have a say in determining them. Ensure group goals are consistent with the aims of the cadet organization.
- Try new things. Do not be afraid to take risks. Trying new things shows courage, and courage is a leadership quality. Remember the turtle: it is perfectly safe when it stays in its shell, but to move ahead, the turtle must stick its neck out.
- Be sensitive to other points of view. Listen to the opinions of other team members. Do not be afraid to express your view even if it is different or even the opposite of everybody else's. Deal respectfully with teammates who disagree. Be willing to compromise to achieve a consensus.
- Know teammates' strengths and weaknesses. If members know their teammates' talents and limitations, it enables the team to use all its personnel to its best advantage. Being aware of teammates individual habits may make working with them easier.
- Increase self-confidence through positive self-talk. Focusing on one's positive characteristics leads to increased self-confidence. To feel better about yourself, concentrate on the things done well and compliment yourself on those things. This is not always easy.
- Be cooperative. Be polite, be a team player, and support your teammates. Help them by distributing work evenly and by sharing information; do not compete.
- Resolve conflicts as quickly as possible at the lowest and most appropriate level. As mentioned in the PYSR program, if teammates have a conflict, find a solution. Do not let problems fester and do not hold a grudge. Once conflicts are resolved, let them go.

- Celebrate successes. When the team completes a task or completes a goal, share in the enjoyment. Have a quick team meeting and compliment all team members on a job well done. Praise team members in front of others. Show appreciation to teammates who have been especially helpful. Everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.

CLOSING STATEMENT - It is important to demonstrate positive group dynamics by being a supportive and encouraging team member within a peer setting. As a full participant in team activities, cadets may enjoy their tasks more and they may make more effective contributions to the team's success. This may assist in building the cadet's self-confidence and self-esteem and may improve their basic leadership skills.

M203.05 – Discuss Influence Behaviours

IMPORTANCE - It is important for cadets to acknowledge the influence they have in a peer setting. Learning influence behaviours may enable cadets to choose the correct influence behaviour for the situation to successfully accomplish tasks in a peer setting.

DIRECTIVE BEHAVIOUR
Generally, directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard they are to accomplish the task. Directive behaviour may be expressed as a simple request, a formal order or something in between. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance. Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors. Another example is drill. Drill is normally conducted using directive behaviour.

PERSUASIVE BEHAVIOUR
Generally, persuasive behaviour is intended to influence decision-making and motivation. This is accomplished by explaining to, or convincing others why a certain course of action is necessary. Persuasive behaviour may involve rational argument based on facts, reason and logic and/or inspirational appeals which motivate others. This behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task. Persuasive behaviour is appropriate to secure agreement or commitment and when particularly high or sustained levels of effort are required to accomplish a task.There are many situations when persuasive behaviour is used. These may include problem-solving, counselling, teaching, etc. Persuasive behaviour is usually effective in a peer setting if all teammates display positive group dynamics.

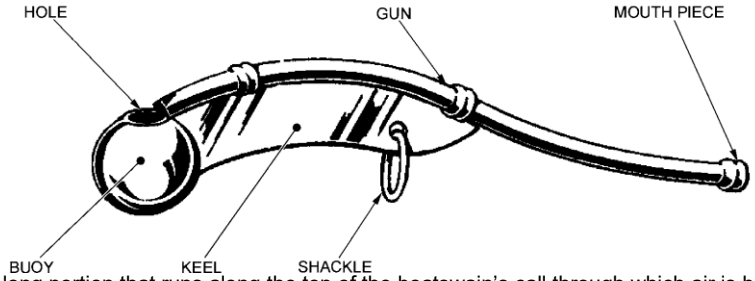
PARTICIPATIVE BEHAVIOUR
Generally, participative behaviour involves sharing decision-making with others. The primary objective is to improve the quality and/or acceptance of decisions. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making. Obtaining advice, opinions and recommendations from others before sharing decision-making is essential. Sometimes teammates possess critical information or expertise and that knowledge may make the difference between success or failure of the task. The use of the participative behaviour depends on the availability of time to involve others. Teammates expect to be consulted on and have a voice in decisions that affect them. There are many situations when participative behaviour is used including problem-solving, participating in teambuilding activities, resolving conflict in a peer setting, etc. Participative behaviour is usually effective in a peer setting because all teammates have a part to play in making the decision.

VARIOUS INFLUENCE BEHVIOURS IN PEER GROUP SETTING
Different influence behaviours will be used during different situations. A good leader may use a combination of behaviours based on the situation, the experience of the followers, the time to get a task done, etc. Each of the influence behaviours has its place and can be used effectively under the correct conditions.

CLOSING STATEMENT - Through the Cadet Program there may be many opportunities for cadets to influence their peers. Choosing the correct influence behaviour for a situation may assist them in accomplishing tasks in a peer setting.

M223.03 – Execute Notes Using the Boatswain's Call

IMPORTANCE - The boatswain's call is used as a naval form of communication. It is important for cadets to know how to respond to the various pipes and to execute notes using the boatswain's call in order to perform the various pipes. These pipes will be used by the duty quartermaster, which will be a duty for Phase Three cadets.



Gun. The long portion that runs along the top of the boatswain's call through which air is blown. The mouth of the gun is the ridged portion that is placed in the mouth.
Shackle. The ring attached to the bottom of the call to which the chain can be attached.
Keel. The bottom portion of the boatswain's call that is held in the hand and runs along the gun.
Buoy. The round portion of the boatswain's call into which air is blown from the gun.
Hole. The end of the gun at the top of the buoy. It is the hole through which air comes to produce the different notes.


LOW NOTE


HIGH NOTE

The boatswain's call is held as follows:
- In the right hand, hold the call between the index finger and the thumb with the thumb on or near the shackle.
- The side of the buoy should rest against the palm of the hand and the fingers should close over the gun.
- The hole in the buoy should be positioned to control the flow of air from the buoy.
- The hole in the buoy should be unobstructed by the fingers to avoid choking the sound.

LOW NOTE
The low note is produced by blowing steadily into the mouth of the gun with the hole in the buoy unobstructed by the fingers.

HIGH NOTE
The high note is produced by closing the fingers around the buoy, taking care not to touch the edge of the hole or the end of the gun. This will control the flow of air from the hole in the buoy.

CLOSING STATEMENT - Sounding pipes on the boatswain's call is a tradition that has been maintained for hundreds of years. Using pipes to deliver orders is a large part of what makes naval institutions unique. Using pipes to get the attention of the ship's company or to get everyone to come to attention is a common and practical use of the boatswain's call. Generating low and high notes on the boatswain's call will affect your ability to produce various pipes.

OFFICER OF THE WATCH (OOW)
The OOW has responsibility of the ship and reports to the Commanding Officer (CO) for the movements and safety of the ship. When on duty, the OOW has command over all ship's personnel with the exception of the CO and Executive Officer (XO). Responsibilities of this position may include: safety of the ship and its personnel;

- navigation;
- anti-collision;
- damage-control (DC) state; and
- routine administration.

SECOND OFFICER OF THE WATCH
The second officer of the watch reports to the OOW and has the same responsibilities as the OOW. The majority of second officers of the watch do not have a Bridge Watchkeeping ticket and are therefore closely monitored by the OOW. Responsibilities of this position may include:

- navigation;
- helicopter operations; and
- administration of the watch.

PETTY OFFICER OF THE WATCH (POOW)
The POOW is responsible to the OOW for the control of the watch. The POOW must report to the OOW hourly on completion of rounds, at any significant occurrence, and when the watch closes up. Responsibilities of the POOW include:

- mustering the watch prior to turnover;
- assigning personnel to positions and arranging the rotation;
- ensuring the ship's boats are ready for immediate use;
- ensuring all lifesaving equipment is serviceable and ready for immediate use;
- taking charge of any seamanship evolution during the watch;
- conducting hourly rounds of the ship; and
- supervising cleaning stations assigned to the watch.

QUARTERMASTER
The quartermaster is responsible to the OOW and must ensure that all steering activities are properly carried out. Responsibilities of the quartermaster include:

- remaining closed up at the steering position for the duration of the watch;
- ensuring the helmsman is rotated every thirty minutes;
- taking the first twenty minutes on the helm at the beginning of each watch; and
- supervising those on watch.

HELMSMAN
The helmsman is under the supervision of the quartermaster and is responsible for steering the ordered course.

LOOKOUT
The lookout is responsible for watching for and reporting any objects, vessels, or aircraft to the OOW. The lookout also raises the alarm and marks the position if they see a man overboard.

LIFEBUOY SENTRY
The lifebuoy sentry is responsible to the POOW, and raises the alarm and throws lifesaving devices should a person fall overboard. This watch is kept near the stern of the ship and are stationed whenever the ship is underway. The lifebuoy sentry also performs the duty of the after lookout.

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

M203.06 – Employ Problem Solving

IMPORTANCE - One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. By having some tools to solve problems cadets may have an easier time to resolve them.

EXPLAIN PROBLEM SOLVING
A Problem. This is a doubtful or difficult matter requiring a solution.
Phase Two cadets deal with varying problems daily. We all possess a natural ability to solve dilemmas that may take little effort or planning such as trying to decide with our friends what to do on a Saturday night or getting up to go to school. However, when faced with more complex matters like working with a group on a cadet or school project or finding more than one solution to a problem, a more efficient methodology than trial and error analysis may be required.
Trial and Error Analysis. This method used to solve problems if there is a great deal of time available and the possible outcomes are not serious.

A PROBLEM-SOLVING PROCESS
Logical Analysis. One of the processes to solve problems is logical analysis, if there is sufficient time available for consideration of all the options. Logical analysis helps reduce a complex thought process into a simple format. However, some problems are very simple so all the steps in the process may not be used. If the team follows these steps, they should be able to create a plan to implement a solution. When a task is assigned to cadets in a peer setting, the cadets should follow all the steps in the logical analysis process. If a problem develops that cadets within a peer setting must solve, without being directed to do so, the cadets should begin the logical analysis at step 2.

Steps in Logical Analysis:
1. **Confirm the Task.** By understanding both the problem and the aim or intent of the person assigning the task, the team has the freedom to act within their initiative to lead the team to success, especially when factors or plans change.
2. **Identify the Problem(s).** Once a problem is understood, the team must consider the problem or challenges that may occur in the implementation. This usually requires breaking the problem down into its component parts ("do this, then this, then this…").
3. **Determine the "Critical Factor".** There is usually one overriding problem in which all other issues will depend. This is called the CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor.
4. **Develop Alternate Solutions.** Create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of the team.
5. **Compare Alternatives.** Each solution must then be compared by the team in order to decide on the best solution. To decide which solution is the best, some questions may be asked:
   1. Which solution is the simplest?
   2. Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?
   3. Which solution is the most flexible?
   4. Which solution uses available resources in an economical manner?
   5. Which solution will solve the critical factor and all other problems?
6. **Determine the Best Solution.** The team should choose the best solution to implement the plan of action.
7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved. If a plan does not work like the team wanted, they may try another of the alternative solutions.
8. **Evaluate the Plan and the Implementation.** The team should evaluate performance once the problem is solved. The team should examine the implementation of the solution and the needs that may not have been anticipated. Questions may include:
   1. Was the solution a good one?
   2. Was the plan to implement the solution a success?
   3. What can we do to improve the plan or the implementation for the next time?
   4. What lessons were learned?

CLOSING STATEMENT - It is important to practice the skill of problem solving in a peer environment. Learning to solve problems is a quality of leadership. Knowing and using a technique to solve problems may help develop problem-solving skills.

M203.07 – Discuss Personal Integrity as a Quality of Leadership

IMPORTANCE
It is important for cadets to learn that personal integrity is a fundamental quality of leadership. Without personal integrity, a leader may never build the trust of his followers or his teammates. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is one of the three aims of the Cadet Program.

PERSONAL INTEGRITY
The most basic quality of leadership is personal integrity.

Integrity means moral uprightness; honesty. Personal integrity means doing the right thing, even if nobody is watching. People struggle daily with situations that demand decisions between what they want to do and what they ought to do. According to John C. Maxwell, the author of a number of best-selling books on leadership, if a leader uses personal integrity, a leader should be consistent. If what the leader says and what the leader does is the same, the results by the team will be consistent.

If what the leader says and what the leader does is not the same, the results by the team will be inconsistent.

Personal integrity builds trust. To earn the trust of others, a leader should lead by example. If the leader's words and actions match, teammates and followers should have trust and confidence in the group. Personal integrity usually results in a solid reputation, not just an image.

CLOSING STATEMENT - Personal integrity is the foundation of leadership. When cadets display this quality, it is the first step in their role as leaders within a peer setting.

M208.08 – Participate in Team-Building Activities

IMPORTANCE - It is important for cadets to participate in team-building activities, including trust games, as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.

PARTICIPATE IN A TEAM BUILDING ACTIVITY

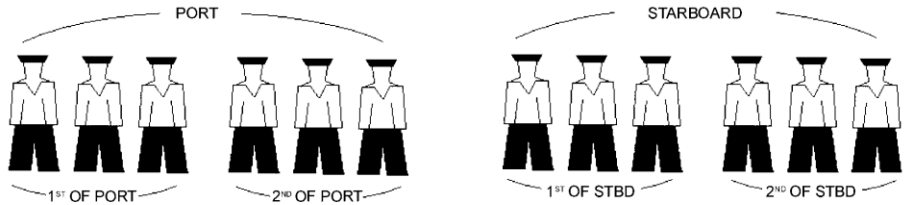
CLOSING STATEMENT - Trust in others and trust in the leader are key leadership attributes and they may assist cadets in leading in a peer setting. When members of a team trust each other, accomplishing any task is usually easier. If cadets cultivate trust and protect the trust that others offer and share, cadets may increase the confidence others have in them and this should increase their own self-confidence.

C203.01 – Record Entries in a Reflective Journal

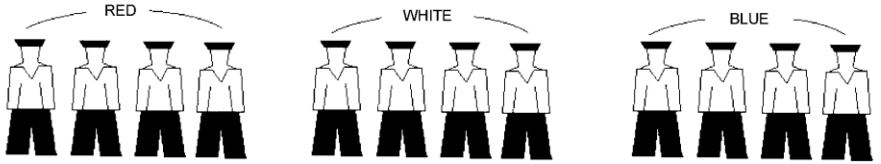
IMPORTANCE - Reflective thinking and evaluating past performance of tasks through journaling allows cadets to synthesize new knowledge and experiences to prior understanding. Cadets may develop self-awareness and/or recognize positive attributes of leadership that they may wish to integrate into their own personal leadership style.

CLOSING STATEMENT - Recording in a reflective journal, cadets have the opportunity to consider and/or evaluate experiences they have undergone. This may assist them in recognizing leadership qualities, principles and approaches the cadet wishes to incorporate into their own personal leadership style.

TWO WATCH SYSTEM



THREE WATCH SYSTEM



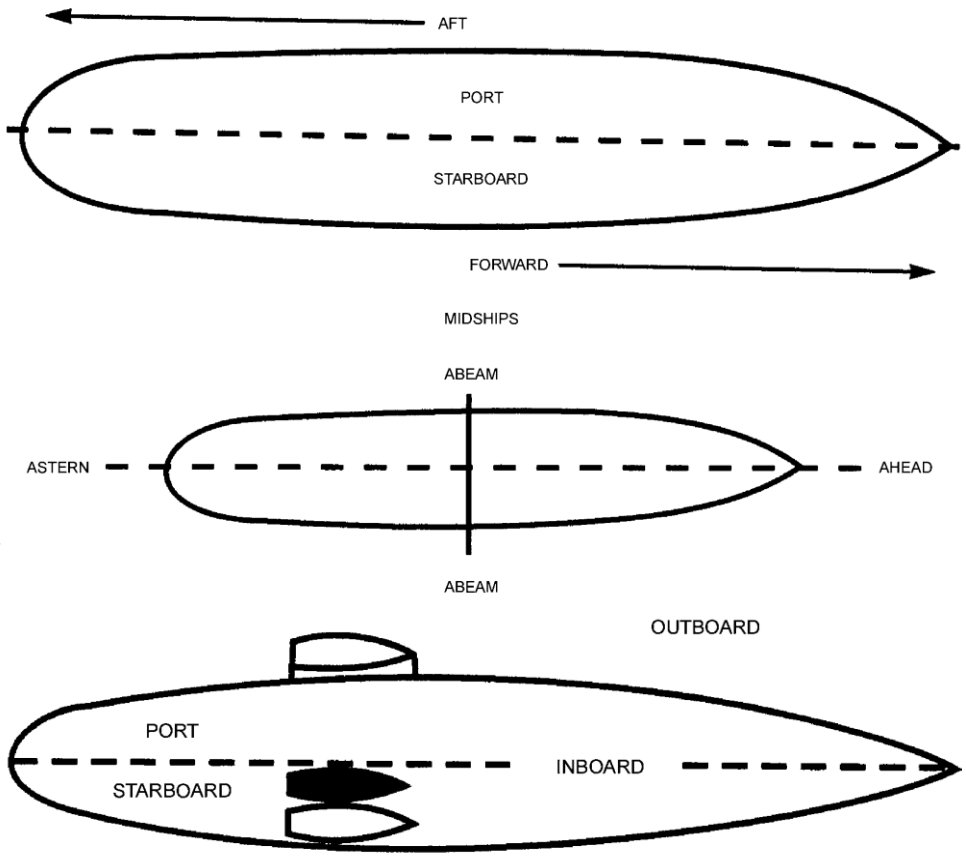
TIMINGS FOR WATCHES

Each watch will be assigned a time that they will be on duty (e.g. port assigned the middle watch/blue assigned the morning watch), depending on the watch system being used.

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

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

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



CLOSING STATEMENT - Naval terminology is a fun and exciting aspect of Sea Cadet training. This set of terms is unique to the Navy and is part of naval history/tradition. Understanding naval terminology is important to be able to respond to orders/direction and to adapt to a naval environment.

M223.02 – Identify the Watch System

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

HOW WATCH SYSTEMS ARE ORGANIZED
To ensure maximum efficiency and 24-hour operation, personnel aboard a ship are divided into watches. Each watch has duties and responsibilities, as well as specific positions held within. There are two systems for organizing a ship's company into watches. The first is a two-watch system, referred to as the port and starboard watch. This watch system may also be broken into four watches (first of port, second of port, first of starboard, and second of starboard). The second type is a three-watch system, called the red, white, and blue watch.

C203.02 – Employ Problem Solving

IMPORTANCE - One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. It is important to practice this quality. Knowing and using a technique to solve problems may give the cadet increased confidence in their leadership ability.

STEPS TO LOGICAL ANALYSIS
1. **Confirm the Task.** The team must understand both the problem and the aim or intent of the person assigning the task.
2. **Identify the Problem.** The team must consider the problem and the challenges that may occur in the implementation.
3. **Determine the Critical Factor.** The critical factor is usually the one overriding problem, on which all other issues depend. The critical factor should be determined by the team.
4. **Develop Alternate Solutions.** The team should create as many possible solutions to solve the critical factor and other issues as time allows.
5. **Compare Alternate Solutions.** Each solution must be compared by the team in order to decide on the best solution.
6. **Determine the Best Solution.** The team should choose the best solution to implement a plan of action.
7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved.
8. **Evaluate the Plan and Implementation.** The team should evaluate their performance once the problem is solved.

CLOSING STATEMENT
Applying the steps in logical analysis to a given problem enables the cadet to determine and implement a solution. With practice, this problem-solving skill will develop. Knowing and using logical analysis to solve problems may give the cadet increased confidence in their ability to lead in a peer setting.

C203.03 – Discuss the Characteristics of a Leader

IMPORTANCE
In discussing the characteristics of various leaders, cadets may be able to discern different leadership qualities, principles and approaches. After reflection, cadets may wish to incorporate these qualities, principles and approaches into their own leadership style.

CLOSING STATEMENT
Learning about different leaders and being able to describe their attributes may help cadets understand that leaders come from all walks of life with different leadership qualities, principles and approaches. Deciding whether to incorporate those attributes into the cadet's leadership style may assist the cadet in becoming a more effective leader.

C203.05 – Participate in Trust Building Activities

IMPORTANCE
It is important for cadets to participate in trust-building activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.
Trust is a powerful and essential leadership attribute because it is a key to personal involvement. A cadet will seldom take a physical or emotional chance if they perceive callousness or an unreasonable risk. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence. Trust, within the framework of leadership, is gained with patience, thoughtfulness and care over a period of time. Trust can also be lost in a second by carelessness or inconsiderate behaviour. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.

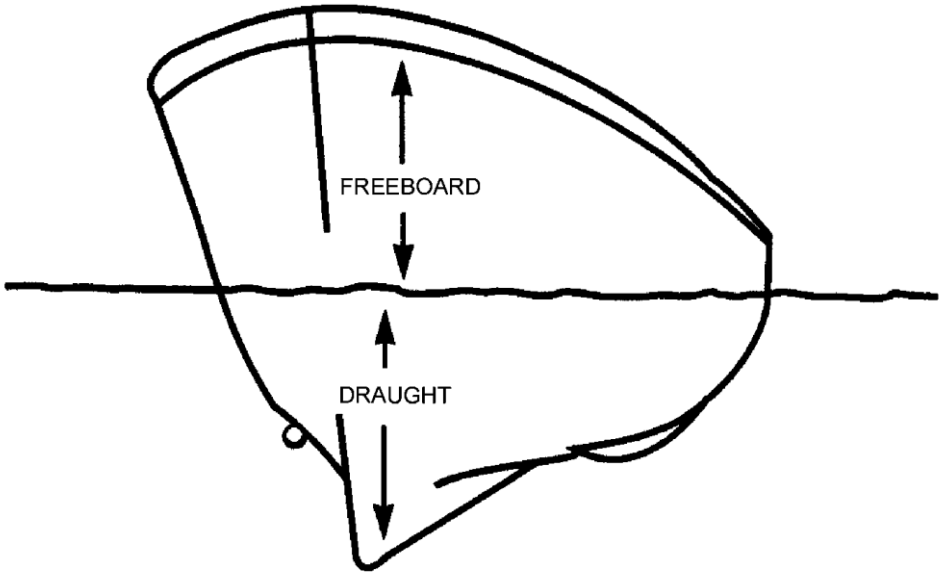
CLOSING STATEMENT
Trust is a key leadership attribute that may assist cadets in leading in a peer setting. Participating in trust building activities may assist cadets by increasing the confidence others have in them and this should increase their own self-confidence.

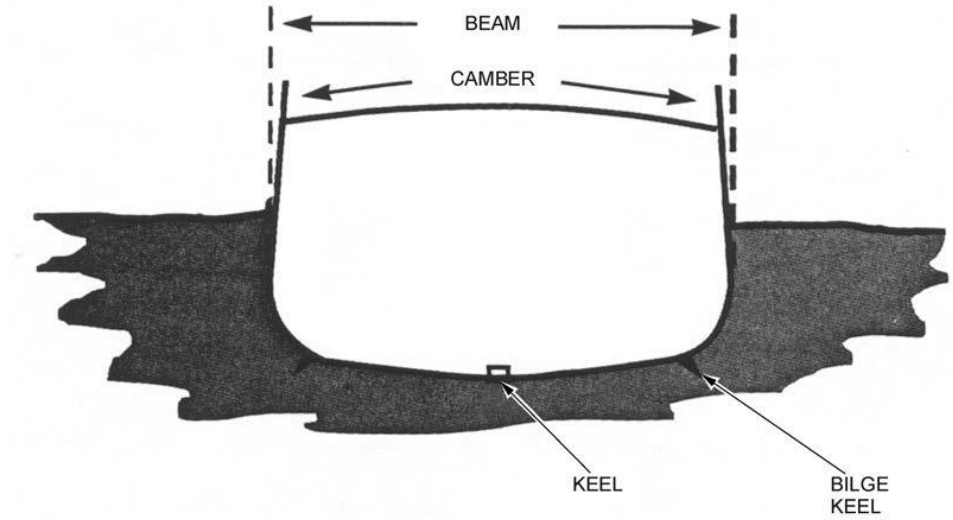
C203.06 – Participate in Problem Solving Activities

IMPORTANCE
It is important for cadets to participate in problem-solving activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills, positive group dynamics and problem solving techniques.

Problem-solving activities offer a clearly defined opportunity to practice the skill of problem-solving. Each task is designed so that the group must employ communication skills, positive group dynamics and problem-solving techniques. This problem-solving approach to learning can be useful in developing each individual's awareness of their decision making, responsibilities and cooperation with others. Groups engage the problem by taking advantage of the combined physical and mental strengths of each of its members. Problem solving is an unrivalled way to build morale and a sense of camaraderie.

CLOSING STATEMENT
Problem solving is a key leadership quality. Practicing the skills of problem-solving should assist cadets in leading in a peer setting by increasing their self-confidence. Problem-solving activities allow cadets to practice communication skills, positive group dynamics and problem-solving techniques.





Abaft. Further aft than an object/location (e.g. midships is abaft the bow).
Aft. In the direction of the stern of the ship.
Centre Line. The line joining the middle of the stem to the middle of the stern.
Forward. In the direction of the bow of the ship.
Midships. At or near the middle part of the ship.
Abeam. At a right angle to the ship.
Ahead. Towards the front of the ship.
Aloft. Direction above (e.g. in the rigging of a mast).
Astern. Towards the back of the ship.
Below. Below a deck(s).
Up Top. Moving to an upper deck.
Athwartships. Across the ship relative to either the centre line or the sides.
Inboard. Inside the ship/toward or nearer the centre line.
Outboard. Outside the ship/away from the centre line.

PO 223 – SERVE IN A NAVAL ENVIRONMENT

☐ M223.01 Define Ship Related Terms

☐ M223.02 Identify the Watch System

☐ M223.03 Execute Notes Using the Boatswain's Call

☐ M223.04 Pipe the General Call

☐ M223.05 Pipe the Still

☐ M223.06 Pipe the Carry On

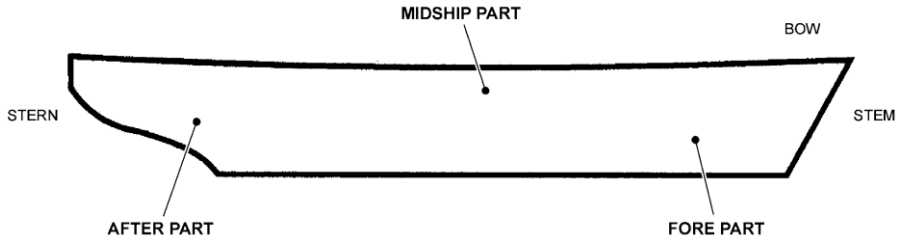
☐ M223.07 Identify the Procedure for Berthing a Ship

☐ C223.01 Define Naval Terminology

☐ C223.02 Pipe the Side

M223.01 – Define Ship Related Terms

IMPORTANCE - It is important for cadets to define ship-related terms as these terms are frequently used in a naval environment. Understanding naval terminology will enable cadets to respond to orders/direction and to adapt to a naval environment.



After Part. The part of the hull ending at the stern.
Bow. The front part of the vessel.
Fore Part. The part of the hull beginning at the stem.
Midship Part. The middle part of the hull.
Stem. The foremost steel part forming the bow of the vessel.
Stern. The aftermost part of the vessel.
Draught. The depth of the keel below the waterline at any point along the hull.
Freeboard. The height from the uppermost continuous deck/upperdeck to the waterline.
Beam. The greatest width of the hull.
Bilge. The flat part of the hull's bottom. This term is also used to describe water, waste oil, and other liquids that collect at the bottom of a ship or in the bilge.
Bilge Keel. A long fin projecting on each side of the bilge, designed to decrease rolling of the ship.
Camber. The curve given to the surface of a deck so the water will drain away to the ship's sides.
Keel. The primary fore-and-aft part of a ship's frame. It runs along the bottom connecting the stem and the stern.

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)

Fitness Test:

#	Date	Result	Beep Test	Sit Ups	Curls 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:
DATE:
HOURS:

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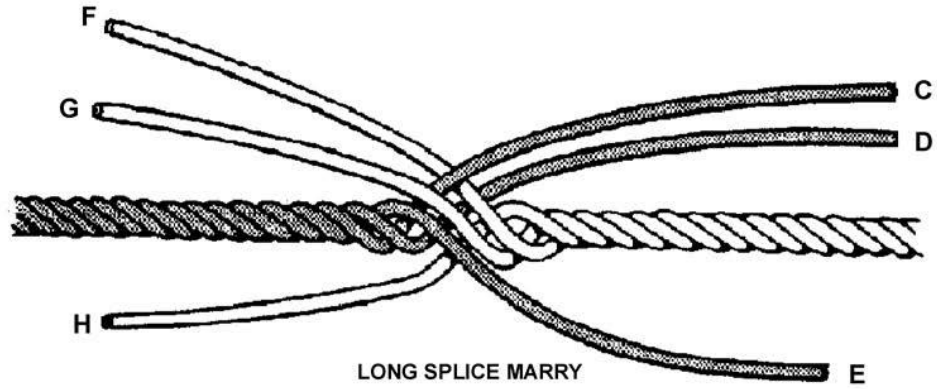
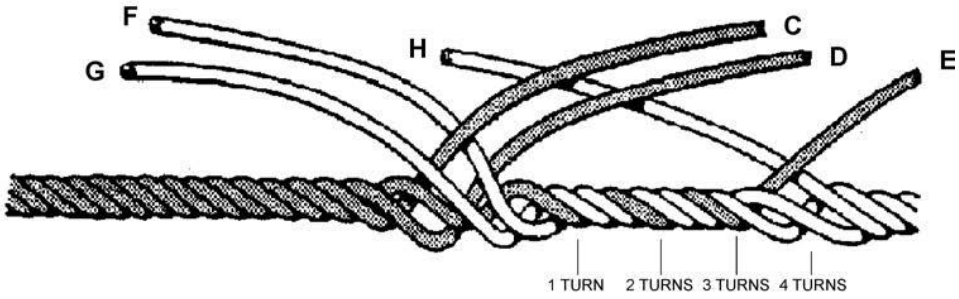
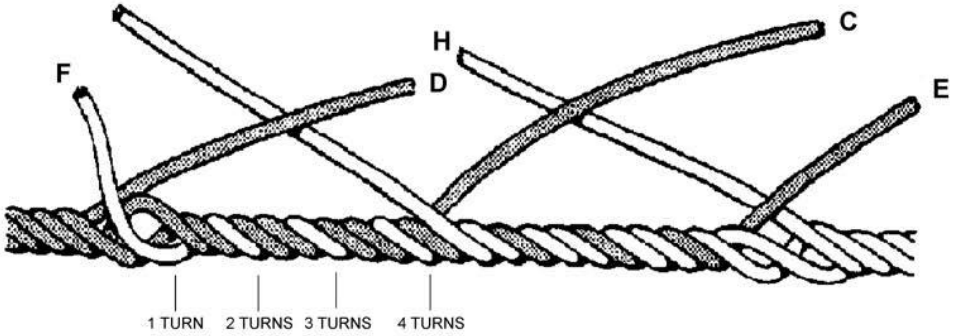


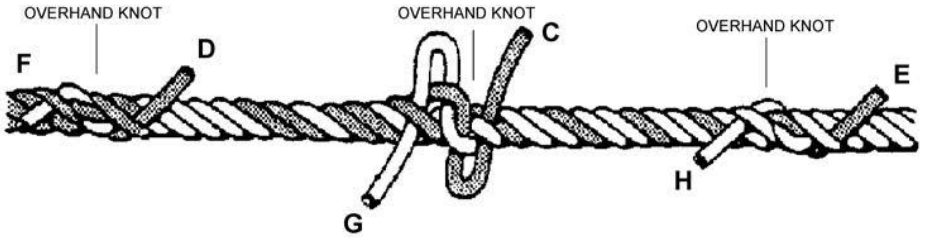
LONG SPLICE MARRY



STEPS FIVE AND SIX

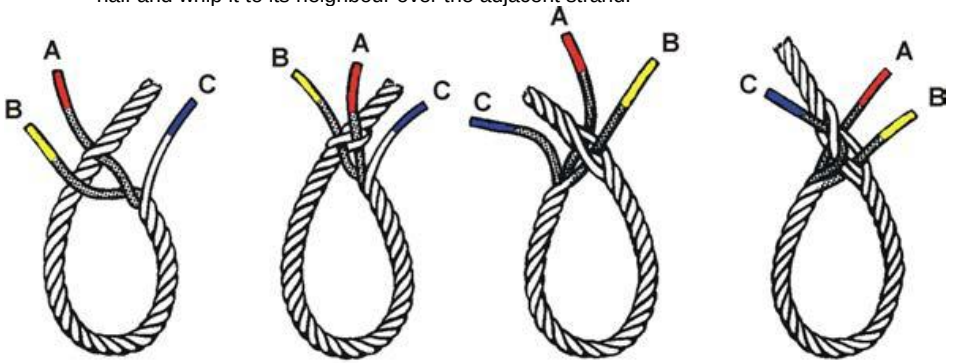


STEPS SEVEN AND EIGHT



STEPS 9-11

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g. a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. 2. Unlay the strands of the line back to the whipping and whip the ends of each strand.
3. 3. Mark the place intended for the crown of the eye, and bend the line back from there so as to bring theunlaid strands alongside the place where the splice is to be made, with the left and middle strands lyingon top of the line.
4. Tuck strand A, from right to left, under the nearest strand of the standing part.
5. Tuck strand B, from right to left, under the next strand of the standing part.
6. Turn the line over in order to bring the remaining strand C on the top, and then tuck strand C from right to left under the unoccupied strand of the standing part.
7. Beginning with strand C, haul each strand taut and tidy up the tucks until each strand is uniform.
8. Tuck all strands a second and third time.
9. Remove the whipping.
10. To finish the splice, dog the ends. To do so, split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



C221.03 – Make a Long Splice

IMPORTANCE - It is important for cadets to know how to make a long splice as it is an effective way of connecting two lines of equal diameter without weakening the line, while allowing it to pass through a block.

1. Complete a whipping on both lines at a distance equal to 20 times the diameter of the line, from the line's end (e.g. a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. Unlay the strands of the line back to the whippings and whip the ends of each strand.
3. Marry the ends of the line together so that one strand of each line lies between two strands of the opposite line.
4. Unlay strand H a total of four turns.
5. Lay strand E in the place of strand H.
6. Unlay strand D a total of four turns.
7. Lay strand F in the place of strand D.
8. Strands G and C remain at the marry.
9. Separate one-third of the thickness of each strand (this will be cut and discarded later).
10. Tie the remaining two-thirds of strands D and F in an overhand knot
11. Tie the remaining two-thirds of strands E and H in an overhand knot.
12. Tie the remaining two-thirds of strands C and G in an overhand knot.
13. Tuck the strands as in a short splice (over one strand and under the next).
14. Separate the strands in half (this will be cut and discarded later).
15. Tuck the remaining half of the strands as in a short splice.
16. Cut off any excess line (including the sections of the strands that have been separated).
17. Stretch the line out to haul the splice taut.

PO 206 – MARKSMANSHIP

☐ M206.01 Participate in a Recreational Marksmanship Activity

☐ Complete the Air Rifle Handling Test

☐ C206.01 Practice Holding Techniques

☐ C206.02 Practice Aiming Techniques

☐ C206.03 Practice Firing Techniques

M206.01 – Participate in a Recreational Marksmanship Activity

IMPORTANCE - It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic, and safe setting.

Command	Action To Be Taken
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 and eye protection.
Type of firing (GRIT)	GRIT is the acronym for: • Group (relay); • Range (distance); • Indication (number of rounds); and • Type (grouping, scored).
Relay, load	1. Pick up and hold the rifle with the dominant hand. 2. Ensure the safety catch is in the "ON" position. 3. Pump the rifle, observing a three second pause. 4. Load a pellet (flat end forward). 5. Close the bolt.
Relay, fire	1. Place the safety catch in the "OFF" position. 2. Aim the rifle at the target. 3. Squeeze the trigger. 4. Open the bolt. 5. Repeat the following sequence for each shot: a. Pump the rifle, observing a three second pause. b. Load a pellet (flat end forward). c. Close the bolt. d. Aim the rifle at the target. e. Squeeze the trigger. f. Open the bolt. 6. Place the safety in the "ON" position. 7. Partially open the pump lever. 8. Lay down the rifle.

CLOSING STATEMENT - Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

C206.01 – Practice Holding Techniques

IMPORTANCE - It is important for cadets to practice holding techniques using the cadet air rifle sling, as it will enhance the cadets' marksmanship skills through added stability of the firing position.

THE PRONE POSITION
The first principle of marksmanship is to find a comfortable firing position. The prone position is the most stable firing position in which the cadet air rifle is supported by the body structure. The prone position requires little movement and muscular tension while holding the cadet air rifle, so that:

- the bodyweight is equally distributed;
- the position is consistent throughout the relay;
- the body forms a 5 to 20 degree angle to the line of sight with the target;
- the body and spine are straight;
- the left leg is parallel with the spine;
- the right foot is straight out or turned to the right;
- the left foot is straight behind on the toe or pointed to the right; and
- the right knee s brought up so the thigh forms a 30 to 45 degree angle with the left leg.

ASSEMBLING THE SLING
The cadet air rifle sling helps the cadet maintain a comfortable and stable position, improving the ability to hold the cadet air rifle. It also allows the right hand to be free to load the air rifle while the rifle remains in position.

The cadet air rifle sling is assembled in the following sequence:

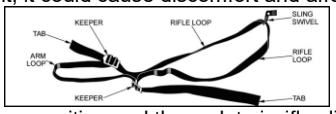
- Hold the sling parallel to the ground with the short section in the left hand, ensuring the rounded tip of the keeper is pointing to the left.
- Take the tab of the short section, loop it through the middle slot of the keeper and then back down through the front slot nearest to the rounded tip. The short section will now form the arm loop.
- Turn the sling over and slide the sling swivel onto the long section. Ensure the sling swivel hangs downwards, as it will later attach to the rifle.
- Loop the tab of the long section up through the middle slot of the keeper and then back through the rear slot nearest to the rounded tip. The long section will now form the rifle loop.

The sling arm loop should be positioned on the upper part of the arm, above the bicep muscle near the shoulder. The sling can be held in place by the rubber pad on a shooting jacket. When a shooting jacket is not worn, the sling can be kept in place using a safety pin. This will prevent the sling from slipping down the arm while in the prone position.

To adjust the arm loop, pull the tab away from the keeper. If the sling is too loose, it will not fully support the cadet air rifle and it will have to be kept in place using muscles. If the sling is too tight, it will restrict the blood flow to the arm and can cause discomfort, numbness, or a more pronounced feel of the body's pulse. Therefore, the sling must be comfortable without pinching the arm, while providing maximum support of the cadet air rifle.

To attach the sling to the cadet air rifle, simply:
1. open the keeper on the sling swivel by pressing on the screw;
2. insert the swivel pin into the hole of the sling swivel on the fore end of the rifle; and
3. screw the keeper over the pin to lock the swivel in place.

To adjust the rifle loop, pull the tab away from the keeper. The tension of the sling should allow the forearm to be in its proper position. If the sling is too loose, it will not provide maximum support of the cadet air rifle. If the sling is too tight, it could cause discomfort and affect the cadet's position.

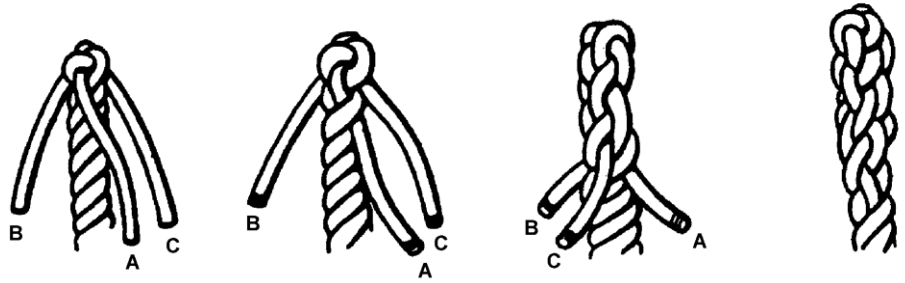


CLOSING STATEMENT - The prone position and the cadet air rifle sling are essential to improving marksmanship techniques. With practice using the sling in the prone position, cadets can improve their technique and their marksmanship score.

BACK SPLICE
The back splice is used to finish the end of a line that is not required to pass through a block, eye plate or similar fitting.

STEPS TO MAKING THE BACK SPLICE

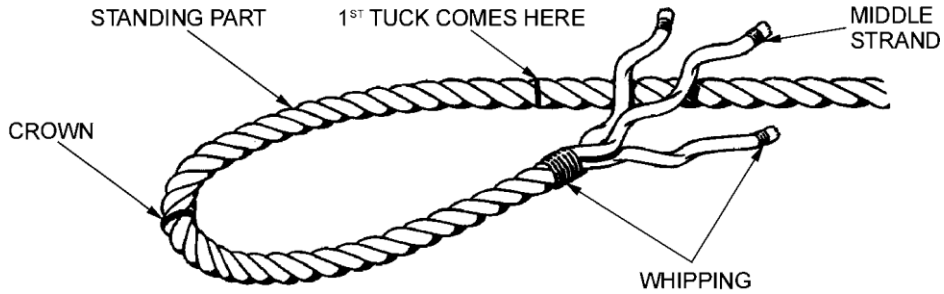
1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g., a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. Unlay the strands of the line back to the whipping and whip the ends of each strand.
3. Make a crown knot.
4. Remove the whipping below the crown knot.
5. Starting with A, lay it over the adjacent strand and tuck it under the next strand.
6. Lay B over the adjacent strand and tuck it under the next strand.
7. Lay C over the adjacent strand and tuck it under the next strand.
8. After each strand is tucked, pull the strands taut and tidy up the tucks until each strand is uniform.
9. Repeat tucking the strands two more times, hauling them taut.
10. To finish the splice, dog the ends. To do so, remove the whipping and split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



CLOSING STATEMENT - A back splice is a useful and effective means of finishing the end of a line.

C121.02 – Make an Eye Splice

IMPORTANCE
It is important for cadets to know how to make an eye splice as it is a strong and effective means of making a permanent eye in the end of a line.



C221.01 – Make a Back Splice

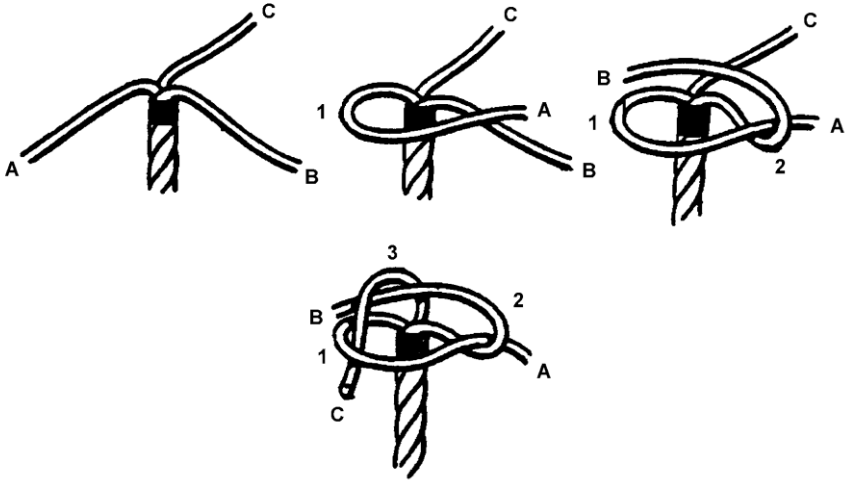
IMPORTANCE
It is important for cadets to know how to make a back splice as it is an effective way to finish the end of a line, preventing it from unlaying while it is in use.

CROWN KNOT
A crown knot is used to begin the back splice and is a basis for more complicated knots, but is seldom used on its own. When finished, the crown knot leaves the three strands pointing back along the length of the line.

STEPS TO MAKING A CROWN KNOT

1. Complete a whipping at a distance equal to 20 times the diameter of the line, from the line's end (e.g., a line 2 cm in diameter requires a whipping 40 cm from its end, a line 1/4 inch in diameter requires a whipping 5 inches from its end).
2. Unlay the strands of the line back to the whipping and whip the ends of each strand.

3. Spread the strands out in the form of a star.
4. Bring strand A to the front to form a loop and lay it over strand B.
5. Loop strand B over A and C.
6. Loop strand C over strand B and through loop 1.
7. Pull all strands taut until the crown knot is tidy and uniform.



C206.02 – Practice Aiming Techniques

IMPORTANCE - It is important for cadets to practice aiming techniques while wearing the cadet air rifle sling as it will enhance the cadets' marksmanship skills through added stability of the firing position.

PROPER EYE USAGE
Before completing a manual task, it must first be determined which hand or foot to use. Is one left or right handed? The same is true for sight; it must first be determined the proper eye to use when aiming the cadet air rifle. To do this cadets' must determine their master eye, learn to fire with both eyes open and avoid fixed vision.

DETERMINING THE MASTER EYE
Everyone has a master eye, which is the brain's main source for the visual image of what we see. The non master eye is used by the brain for depth perception or sense of direction. The master eye is the eye to be used when aiming the cadet air rifle.

FIRING WITH BOTH EYES OPEN
The human eyes are always working together. If one eye is closed, the opposite eye will strain and affect focusing of the open eye.
Some cadets will have difficulty focusing, so a blinder should be used in front of the non-aiming eye to help prevent squinting and fatigue. The blinder allows the cadets to see a focused sight picture while having both eyes open. A good blinder should be translucent (plastic or paper) so that images are blocked, but light can still penetrate it. It should be easily attachable to the rear sight or to the cadet's glasses.

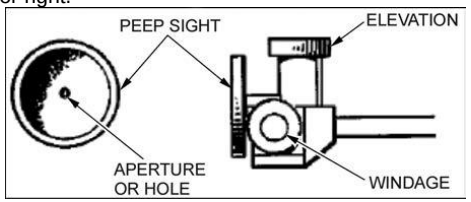
AVOIDING FIXED VISION
When anyone's vision is fixed on one object for more than a few seconds, such as a target bulls-eye, the image can be burned in their mind and a "ghost" image can be seen when glancing to the side. It is important for cadets to avoid this fixed vision during marksmanship training, as it may result in a loss of visual perception and can greatly hinder performance. To avoid fixed vision, cadets need only to blink or slightly shift their vision every four to five seconds.

ASPECTS OF AIMING
Before cadets can aim the cadet air rifle with accuracy, they must first identify aspects of aiming. To do this cadets must understand that the sight system of the cadet air rifle, natural head position, and eye relief all work together when aiming.
SIGHT SYSTEM OF THE CADET AIR RIFLE
The sight system of the cadet air rifle is made up of two main components—the front sight and the rear sight.

Front Sight. The front sight of the cadet air rifle is made of a short tube, which is called a hood. The hood is designed to shield the front sight from overhead and side light. The most common front sights used for the cadet air rifle is the aperture or circle sight. The aperture is inserted in the hood through a slit on the top.

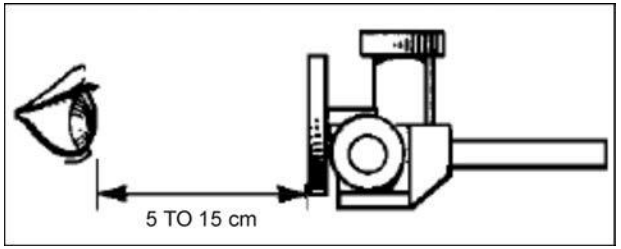
Rear Sight. The adjustable rear sight of the cadet air rifle has three main parts; peep sight, elevation knob, and windage knob.

- **Peep Sight.** The peep sight is the penny-sized dish-shaped part at the rear of the sight. It has a small hole in the centre to look through.
- **Elevation Knob.** The elevation knob is on the top of the sight and moves the point of impact on the target up or down.
- **Windage Knob.** The windage knob is on the side of the sight and moves the point of impact on the target left or right.



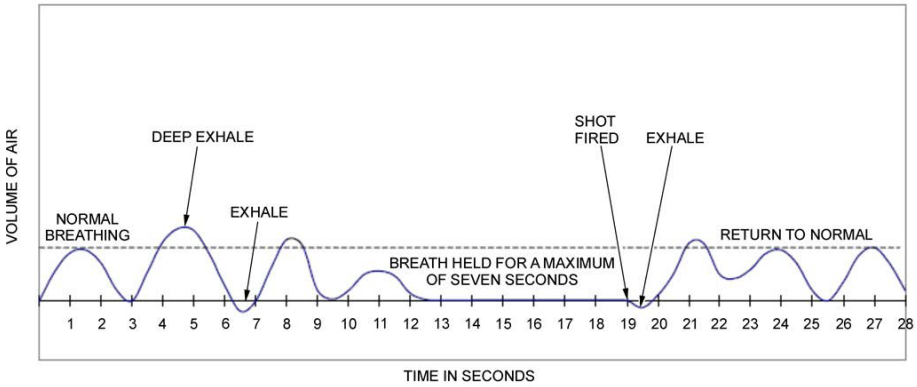
NATURAL HEAD POSITION
The head should be kept as close as possible to a natural position, allowing the eyes to look straight forward from the eye socket. It is perfectly normal to tilt the head forward slightly, but cadets must resist allowing it to tilt to the left or right as this may affect their sense of balance.

EYE RELIEF
Eye relief is the distance between the eye and the peep sight on the rear sight. Depending on an individual's build and position, the distance is usually 5 to 15 cm. Eye relief should be comfortable, natural and allow the head to be as erect as possible during the firing process. It is important to maintain the same eye relief from shot to shot and to find an eye relief that allows a circle of light to be seen around the front sight while looking through the rear sight. If the eye relief is less than 5 cm, the line of white around the front sight becomes larger, making the sight picture more difficult to keep aligned.



CONTROLLED BREATHING
Breathing supplies the blood stream with oxygen and eliminates waste elements (such as carbon dioxide) from the blood. While breathing, the oxygen inhaled is used to supply muscles with energy, ensuring optimal potential of the muscles. Just like in sports, controlled breathing can affect marksmanship outcomes.

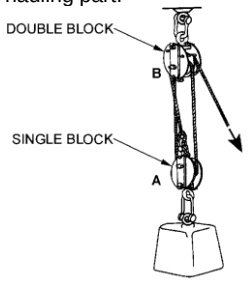
Once a stable prone position is established, cadets must integrate the principles of controlled breathing. For maximum stability when firing, cadets will have to hold their breath for five to seven seconds. It is very important that they do not hold their breath for more than seven seconds, as tension will increase in the chest, muscles will lack oxygen and stability will be reduced. When the body lacks oxygen, muscles will quiver and eyesight will be negatively affected.



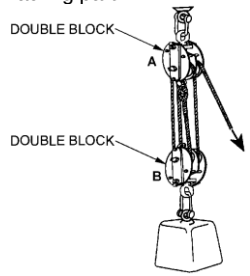
CLOSING STATEMENT - Breathing is essential to marksmanship as it supplies the muscles with oxygen and helps the cadet to maintain the prone position. With practice using the controlled breathing sequence, cadets can improve their aiming of the cadet air rifle and marksmanship scores can improve.

LUFF
A luff consists of one single block and one double block.

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



TWO-FOLD PURCHASE
A two-fold purchase is a useful general-purpose tackle and consists of two double blocks.
STEPS TO RIGGING
1. Lay the two double blocks on their cheeks with the beckets toward each other.
2. Label one block A and the other block B.
3. Starting with block A, secure the line to the becket with a bowline.
4. Reeve the other end of the line through the lower sheave of block B.
5. Reeve the line through the lower sheave of block A.
6. Reeve the line through the upper sheave of block B.
7. Reeve the line through the upper sheave of block A.
8. Finish rigging by tying a figure eight knot in the line's end.
9. Secure the standing block to a deckhead/post, etc.
10. Secure the load to block B.
11. Mouse all hooks.
12. Raise the load by hauling in on the hauling part.



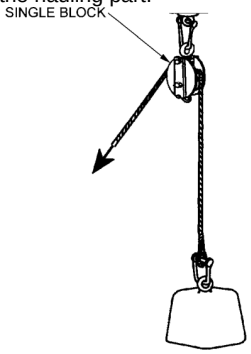
MECHANICAL ADVANTAGE
The two-fold purchase provides a mechanical advantage of four or five depending if it is rove to advantage or disadvantage. The MA equals four (rigged to disadvantage) because there are four lines coming from the moving block. If this tackle was reversed, it would result in five lines coming from the moving block, changing the MA to five (rigged to advantage).

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

M221.05 – Rig Tackles

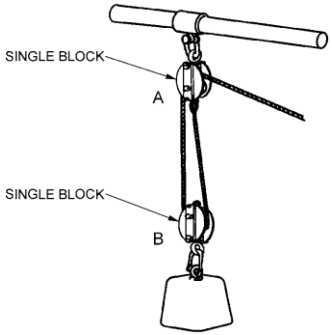
IMPORTANCE - It is important for cadets to know how to rig tackles to be able to perform tasks that would be otherwise too difficult to complete. This knowledge will provide assistance when completing future ropework tasks.

SINGLE WHIP
A single whip is used for hoisting light loads where speed is an important factor.
STEPS TO RIGGING
1. Lay a single block on its cheek.
2. Reeve the line through the sheave.
3. Finish rigging by tying a figure eight knot in the line's end.
4. Secure the standing block to a deckhead/post, etc.
5. Secure the line to the load.
6. Mouse all hooks.
7. Raise the load by hauling in on the hauling part.



MECHANICAL ADVANTAGE
The single whip provides a mechanical advantage (MA) equal to one and is often used to change the direction of pull on the hauling part of a tackle.

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



C206.03 – Practice Firing Techniques

IMPORTANCE - It is important for cadets to practice natural alignment, trigger control and follow-through when firing the cadet air rifle, as it helps cadets achieve a stable prone position and sight picture.

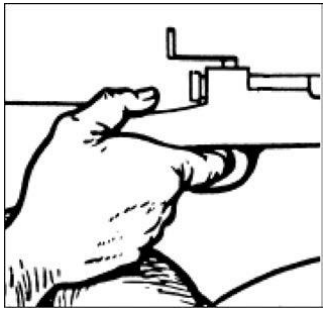
NATURAL ALIGNMENT
Natural alignment describes the direction that the cadet air rifle is aimed when the marksman is in the prone position with the cadet air rifle at the ready. In a comfortable position, the cadet air rifle should not be forced to point at the target. Even with a perfect prone position and sight alignment, forcing the air rifle can cause muscle tension and will affect the accuracy of each shot.

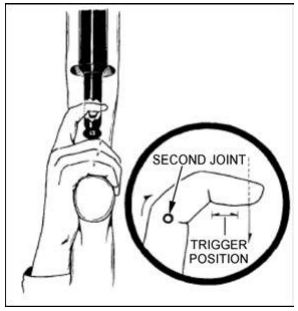
Natural alignment is obtained by:
1. adopting a comfortable prone position;
2. acquiring a sight picture;
3. closing both eyes;
4. taking several normal breaths to relax the muscles;
5. looking through sights when comfortable;
6. adjusting body position until a proper sight picture is achieved; and
7. proceeding with firing.

TRIGGER CONTROL
Trigger control is the handling of the trigger in such a way that there is no disturbance. It must be constant, controlled, slow and deliberate.

- **Position of the Hand on the Rifle.** Cadets should have a relatively firm grip so the three lower fingers wrap around the small of the butt. The thumb is pointed forward in a relaxed position behind the rear sight along the rifle stock, or wrapped around the small of the butt.
- **Trigger Finger Position.** The index finger is placed on the trigger halfway between the tip of the finger and the first joint. The index finger never touches the stock of the rifle and must be vertically centred on the trigger.
- **Squeezing the Trigger.** Squeezing the trigger is simply applying pressure to the trigger, by bending the second joint of the index finger straight to the rear. While the breath is being held, apply constant pressure and slowly squeeze the trigger. Trigger pressure is to be applied only when ready to fire.

FOLLOW-THROUGH
Follow-through is defined as the act of remaining in a stable prone position for two seconds and reacquiring the sight picture after firing the air rifle. Follow-through is critical to ensuring there is no movement as the cadet air rifle is being fired. If the cadet moves the cadet air rifle during firing, the pellet will not hit the target in the spot that it was aimed. Ensuring proper follow-through allows cadets to improve their skills, and their score.





CLOSING STATEMENT - Natural alignment, trigger control and follow-through are essential to developing marksmanship skills. They help cadets maintain a stable position and sight picture when firing the cadet air rifle. With practice using these firing techniques, cadets can improve their skills and their score.

PO 207 – GENERAL CADET KNOWLEDGE

☐ M207.01 Discuss Year Two Training Opportunities

☐ M207.02 Recognize Historical Aspects of the Royal Canadian Sea Cadets

☐ M207.03 Recognize the Role and Responsibilities of the Local Sponsor

☐ M107.04 Discuss Year Two Summer Training Opportunities

☐ C207.01 Identify the Rank Structure of the Royal Canadian Army and Air Cadets

☐ C207.03 Describe the Affiliated Unit

M207.01 – Identify Phase Two Training Opportunities

IMPORTANCE - It is important for cadets to know what training will be conducted during Phase Two to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

PO 201 – Citizenship - Citizenship provides the cadets an opportunity to identify the role of an environmentally conscious Canadian citizen. The cadets will identify the rights and responsibilities of a Canadian citizen and the Government of Canada's code of environmental stewardship.

PO 202 – Community Service - Community Service provides the cadets an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.

PO 203 – Leadership - Leadership provides the cadets an opportunity to demonstrate leadership attributes within a peer setting by positively contributing to a group, displaying a positive attitude toward learning, and being accountable for personal actions and choices.

PO 204 – Personal Fitness and Healthy Living - Personal Fitness and Healthy Living provides the cadets an opportunity to update their personal physical activity plans (from Phase One) for the training year. Cadets will participate in the Progressive Aerobic Cardiovascular Endurance Run (PACER) and will set new short-term and long-term goals for the training year. This PO gives the cadets some of the tools required to make more informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.

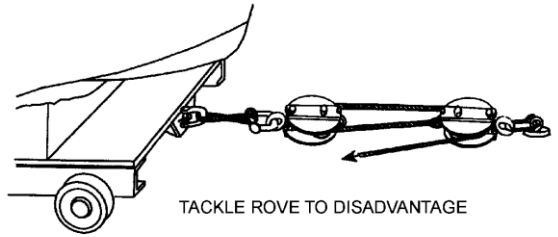
PO 205 – Recreational Sports - Recreational Sports provides the cadets an opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.

PO 206 – Air Rifle Marksmanship - Air Rifle Marksmanship provides the cadets an opportunity to participate in recreational marksmanship activities.

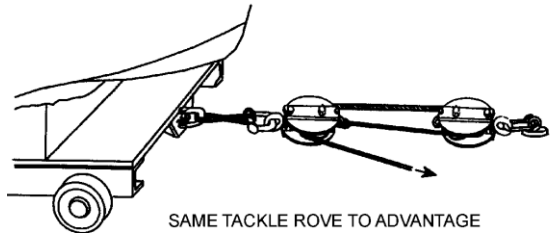
PO 207 – General Cadet Knowledge - General Cadet Knowledge provides the cadets with the information required to serve as a member of a Sea Cadet corps. Cadets will identify the training opportunities available in Phase Two, recognize historical aspects related to Sea Cadets, recognize the role of the local sponsor, and identify year two summer training opportunities.

RIGGING TO ADVANTAGE AND DISADVANTAGE

If a tackle was flipped upside down there would be an extra part of the line emerging from the moving block. The MA would therefore increase by one. When a tackle is rigged to this maximum MA it is rigged to advantage. When the tackle is rigged, it is rigged to disadvantage. The single whip provides no advantage. The weight felt on the hauling part will be the actual weight of the load.



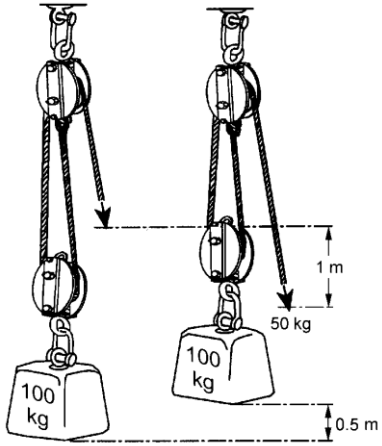
TACKLE ROVE TO DISADVANTAGE



SAME TACKLE ROVE TO ADVANTAGE

VELOCITY RATIO

The ratio between the distance moved by the hauling part and the distance moved by the moving block is known as velocity ratio (VR) and is always equal to the number of parts of the line coming from the moving block. The VR is directly related to the amount of MA of a tackle. MA is gained only at the expense of speed of work, or how much you must pull in order to move a load a desired distance. If the MA is increased so is the VR, therefore, requiring more line to move a load the desired distance.



If the distance the load must be moved and the VR are known, calculate the hauling part distance using the following formula:

Hauling Part Distance = Distance the Load Must be Moved x VR
Example:
VR equals 2, distance the load must be moved 0.5 m.
Hauling Part Distance = 0.5 m x 2

CLOSING STATEMENT - The ability to identify the components of a tackle will assist in completing ropework tasks more efficiently with minimal effort. Understanding the concepts surrounding tackles will provide the knowledge to maximize the use of these tackles.

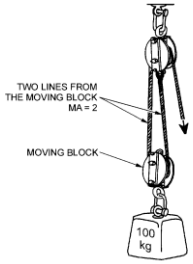
MECHANICAL ADVANTAGE

The amount by which the pull on the hauling part is multiplied by the tackle is called the mechanical advantage (MA) and, if friction is disregarded, this is equal to the number of parts of line emerging from the moving block.

The MA will change how heavy the load feels to the person(s) pulling on the hauling part. For example, MA equals two. Therefore, the weight felt would equal 50 kg for the 100 kg load, meaning the weight felt is equal to 1/2 the actual weight of the load.

The following formula is an easy way to determine the weight felt by the hauling part.

WEIGHT = (1 / MA) x Actual Load Weight

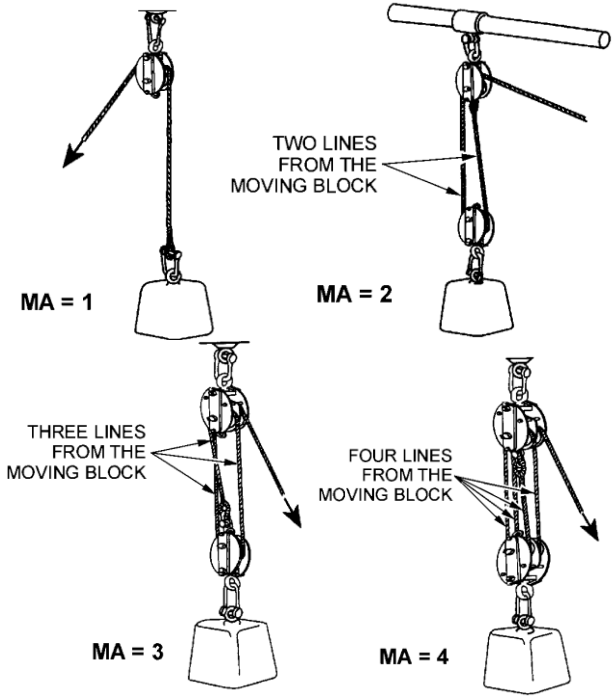


Example:

MA equals three, load weight equals 300 kg

WEIGHT = (1/3) x 300 kg

WEIGHT = 100 kg



PO 208 – Drill - Drill provides the cadets an opportunity to execute drill as a member of a squad. The cadets will execute left and right turns on the march, form single file from the halt as a squad in threes, and form single file from the halt as a squad in line.

PO 220 – Canadian Navy and Maritime Community - Canadian Navy and Maritime Community provides the cadets an opportunity to recognize historical aspects of the Canadian Navy and maritime community. The cadets will identify ship's traditions, the historical role of the CF in international events, naval/maritime historical sites and their significance, and will participate in a naval commemorative event/discussion/presentation.

PO 221 – Ropework - Ropework provides the cadets an opportunity to rig tackles. The cadets will use a strop for slinging, mouse a hook, reeve blocks and rig tackles.

PO 223 – Ships Operations - Ships Operations will provide the cadets an opportunity to learn to serve in a naval environment. The cadets will define naval terminology, stand watch, and make pipes using the boatswain's call.

PO 224 – Sailing - Sailing provides the cadets an opportunity to participate in a sailing weekend in accordance with the Canadian Sail Level I.

M207.02 – Recognize Historical Aspects of the Royal Canadian Sea Cadets

IMPORTANCE - It is important for cadets to learn about the creation of the Sea Cadet movement and how it evolved over time. This can help cadets understand the rich history of the Cadet Program, the important role it served, and how it became the organization it is today.

DRILL ASSOCIATIONS

Drill associations were first formed in 1862 and were created due to the American Civil War and the threat of the Fenian Raids. These were the first early cadet units which mark the beginning of the Canadian Cadet Movement
(CCM). At this time, members ranged from 13 to 60 years of age. It was not until 1879 that a distinction came between youth and adults, when authorization was given to form Associations for Drill in Educational Institutions. Within these newly formed institutions, young males over the age of 14 could participate but could not be employed in active service.

FORMATION OF THE NAVY LEAGUE OF CANADA (NLC)

The NLC was founded in 1895 to support the lobby to create the Canadian Navy as a separate entity from the Royal Navy. It was in 1917 that the first Canadian Boys' Naval Brigade was formed.

OFFICER CADRE

In 1908, the Department of Militia and Defence began training and paying a cadre of commissioned officers to conduct drill and physical training in participating schools. This corps of School Cadet Instructors (militia) was in force until 1921, when they disbanded for a short time during a period of reorganization. On 1 June 1921, this group re-emerged as the Cadet Services of Canada, as a component of the Canadian Army. This group was the beginning of what is presently known as the Cadet Instructor Cadre.

IMPACT OF WW I

For 20 years following WW I, cadet training came to a standstill. The Depression and the lack of public interest during this time was hard but many corps' did manage to survive.

IMPACT OF WW II

The beginning of WW II regenerated an interest in cadet training and many high schools formed cadet corps. During the war, the Royal Canadian Navy (RCN) began its partnership with the NLC in sponsoring Sea Cadets. At this time, officers were taken onto the payroll of the RCN. After WW II, quotas were imposed which reduced Canada's total cadet force (sea, Army, and air combined) to approximately 75 000 members.

ADDITION OF THE TITLE "ROYAL"
The title "Royal" was added to the Cadet Program at the end of WW II, in 1942, by His Majesty King George VI, upon his agreement to become the Admiral. This term was added to the sea, Army, and Air Cadets in recognition of the significant contributions former cadets had made to the war effort.

UNIFICATION OF THE CF
Changes that occurred after unification of the CF included:

- Sea Cadets came under the control of the CF in order to standardize the three elements in the cadet organization;
- a directorate of cadets was established in Ottawa to set policy and to coordinate the activities of the three elements;
- Sea Cadet officers became commissioned members of the CF; and
- the Cadet Services of Canada was superseded by the Cadet Instructor List, presently known as the Cadet Instructor Cadre.

INCLUSION OF FEMALES IN THE CADET PROGRAM
In 1882 the Highland Cadet Corps opened at the Guelph Grammar School in Ontario. Shortly after this, a female cadet company called the Daughters of the Regiment was started. This was the unofficial start of females within the cadet organization.
During and after WW II, females began to unofficially parade regularly at cadet corps. However, the females were not official members and could not be lawfully trained, kitted, fed, transported, or sent to attend summer camp. Females were also members of Navy League Wrenette Corps from 1950 until they were allowed to become authorized members of Sea Cadet corps. It was not until 30 July 1975, when parliament amended the relevant legislation, by changing the word boys to persons, that females were permitted to become members of the Royal Canadian Sea, Army, and Air Cadets.

FORMATION AND EARLY DAYS
The NLC was formed due to a concern for the Royal Navy's adequacy to defend the widely separated components of the British Empire. It began with a society in Britain that had a primary aim of ensuring an adequate naval defence. The first Canadian Branch of the NLC was formed in 1895 to fulfill the same role. Its role in the early years, was to support, informally, a youth training program aimed at encouraging young men to pursue a seafaring career and to provide basic training in citizenship and seamanship. The NLC's continued efforts in support of improved naval defence, played a role when the government of Canada was formulating their naval policy and establishing the Canadian Naval Service, the forerunner of the Canadian Navy, which was established in 1910.

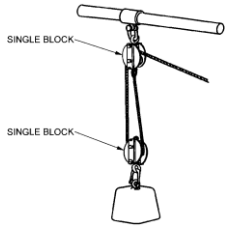
IMPACT OF WW I
During WW I, the NLC had a commitment to recruit personnel for the Navy and the Merchant Navy. There was also a commitment to operate hostels for seafaring personnel, to provide welfare services to the dependents of seamen, and at the end of the war, to rehabilitate naval veterans.
After the end of the war, the NLC took interest in seeking support for a Canadian flag and the Merchant Marine. They also maintained shore hostel facilities for the benefit of seafaring personnel. In 1923, the Royal Canadian Naval Volunteer Reserve was established and many personnel from the Boys' Naval Brigade assisted in its enrolment. A parallel apprenticeship program was set up with Canadian shipping companies to enrol former cadets in the Merchant Marine.

IMPACT OF WW II
During WW II, the NLC operated 24 hostels in various ports and provided amenities and special clothing supplies for visiting seamen, and those of the RCN and the Canadian Merchant Navy.

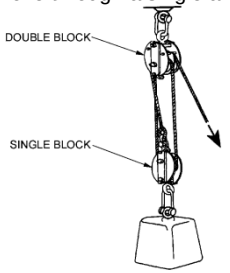
FORMATION OF NAVY LEAGUE CADET CORPS
In 1948, the NLC established the Navy League Cadet Corps for young males to enhance their purpose of supporting youth training and promoting knowledge of Maritime Affairs. As the age limit for Sea Cadets at this time was 14 years of age, there was a need felt to offer this training to younger males. This was followed in 1950 with the formation of the Navy League Wrenette Corps for young females.

CLOSING STATEMENT - Recognizing historical aspects of an organization allows us to understand how it came to be and why it exists as it does in the present day. This can help cadets understand the rich history of the sea Cadet Program, the important role it served, and how it became the organization it is today.

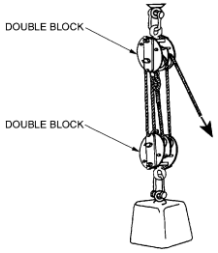
Double Whip. This is a tackle consisting of a line rove through two single blocks. It is mainly used for hoisting loads.



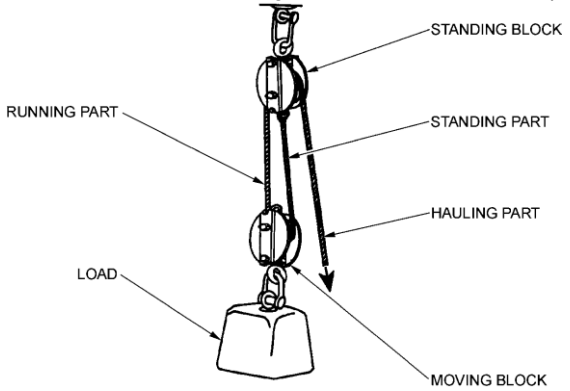
Luff. This is a tackle consisting of a line rove through a single and double block.



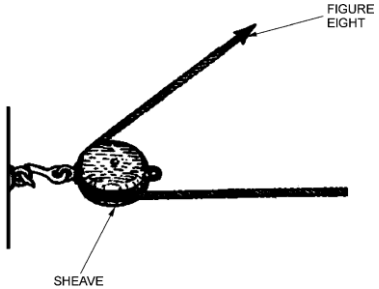
Two-fold Purchase. This is a tackle consisting of a piece of line rove through two double blocks. It is a useful general-purpose tackle, as it provides the greatest assistance of the four tackles described in this lesson.



PARTS OF A TACKLE
Standing Block. This block is attached to a fixed surface and does not move when the tackle is being used.
Standing Part. This is the line attached to the standing block and is rove through the moving block.
Hauling Part. This is either hauled or eased out to hoist, lower, or move the load.
Moving Block. This block is attached to the load being hoisted/ lowered/ moved and moves when the hauling part is pulled or eased out respectively.
Running Part. This is the line that is rove through the moving and standing block.
Load. Any item or load, connected to a tackle, being hoisted or moved from one point to another.



REEVING
Lines are reeved through the sheave of the block. When reeving blocks the line should be checked for kinks and tangles. Coiling or faking out the line will help prevent this from occuring. Take one end of the line and feed it through the sheave of the block. When the line has been reeved through the block a figure eight knot shall be tied in the end.



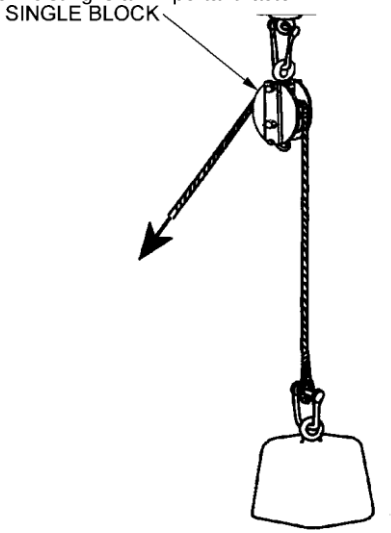
CLOSING STATEMENT - For a block to work efficiently the line must move freely; therefore lines should be free of kinks and tangles when reeving blocks. This skill will be applied in future rigging tasks.

M221.04 – Identify Components of Tackles

IMPORTANCE - It is important for cadets to know the components of tackles to understand how to use tackles at the maximum efficiency possible with minimal effort. The concepts surrounding tackles will provide assistance when completing future seamanship based tasks.

WHAT IS A TACKLE (PRONOUNCED "TAYCKLE")?
A purchase is a mechanical device to which an applied pull or force is increased. A tackle is a purchase consisting of a rope rove through a block or multiple blocks, providing assistance to lifting a load. The amount of force of the pull required to lift a load is dependent on the number of sheaves in the blocks and the manner in which the rope is rove through them.

TYPES OF TACKLES
Single Whip. This is a tackle consisting of a line rove through a single block. It is used for hoisting light loads, and where speed of hoisting is an important factor.



M207.03 – Recognize the Role and Responsibilities of the Local Sponsor

IMPORTANCE - It is important for cadets to recognize the role and responsibilities of the local sponsor as the Navy League of Canada (NLC) is partnered with the Department of National Defence (DND) in sponsoring the sea Cadet Program. The cadets should be aware of the part the NLC plays in this partnership.

SPONSOR
In respect of a cadet corps, a sponsor is the organization or persons accepted by or on behalf of the Chief of Defence Staff (CDS) to undertake jointly with the Canadian Forces (CF) and the supervisory sponsor, responsibility for the organization and administration of that cadet corps.

LOCAL BRANCH OF THE NLC
A branch is a working support committee, member of, and supervised by the NLC, established at a cadet corps and which is comprised of persons who are approved, registered, and screened in accordance with NLC policy to complete the functions required to support the corps.

LOCAL BRANCH OF THE NLC
At the provincial and national level, the NLC works cooperatively with DND to provide the necessary structure, guidance, and resources to support each Sea Cadet corps. The NLC acts as the primary sponsor for all Sea Cadet corps in Canada through local branches that are designated to each corps. Every corps must have a local branch in order to operate in accordance with the National Defence Act. The local branch is comprised of civilian volunteers who have various duties and responsibilities to perform for the corps. The local branch may be made up of parents or a group of individuals from within the same organization, such as a Branch of the Royal Canadian Legion (RCL) or a local Lions Club. The following is a list of the executive committee positions and the basic responsibilities corresponding to these positions:

Branch President. The branch president is the senior NLC official in the branch and is responsible for all activities/functions of the branch. All members of the branch must keep the president informed of their activities and the president in turn must keep the division informed of activities within the branch.

Vice-president. The vice-president assists the president and acts on their behalf in the president's absence.
Secretary. The secretary is responsible for maintaining all of the branch's records and correspondence. During branch and general meetings, the secretary is responsible for recording the minutes.

Treasurer. The treasurer is responsible for maintaining all financial records and transactions. All expenditures should be recorded for purposes of budgeting and financial reporting.

Sea Cadet Chair. The Sea Cadet chair is a position held, in most cases, where a committee sponsors more than one Sea Cadet corps and/or Navy league cadet corps. In this case, the Sea Cadet chair is the primary link between the branch and the corps.

SECONDARY SPONSORS
Some corps have a secondary sponsor that may assist in duties such as fundraising for the corps. Secondary sponsors usually consist of organizations such as, but not limited to: a parents' committee, a RCL, a Lions Club, or a Rotary Club. These organizations may donate funds annually to the corps through the NLC branch.

ROLE OF THE NLC BRANCH
It is the role of the branch to ensure responsibilities are met in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.

RESPONSIBILITIES OF THE NLC BRANCH
Fundraising
It is the responsibility of the branch to organize fundraising activities in consultation with the corps commanding officer (CO). Annual reports are to be produced by the branch when required by law.

Recruiting Cadets
It is the responsibility of the branch to organize local community campaigns to attract cadets to become members of the corps.

Attracting Officers to the Corps
It is the responsibility of the branch to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and civilian instructors (CIs). This is based on the needs confirmed by the CO of the corps.

Screening Volunteers
It is the responsibility of the branch to identify and conduct the screening process of potential volunteers. The branch is responsible for completing the process and providing these results to the division.

Providing Adequate Office and Training Facilities
The branch is responsible for providing adequate office and training facilities, where they are not provided by DND. This is to include insurance requirements as necessary.

Participating in Senior Cadet Rank Appointments
The branch is responsible for providing a member to participate in the selection process for senior cadets to the ranks of Petty Officer First Class (PO1), Chief Petty Officer Second Class (CPO2), and Chief Petty Officer
First Class (CPO1).

Participating in Selections for CSTC/Exchanges
The branch is responsible for cooperating with the corps CO to promote summer courses and exchanges and to participate in the selection process accordingly, in accordance with the branch and DND agreements and responsibilities.

Participating in Selections for Honours and Awards
The branch is responsible for participating in the joint selection process for honours and awards from the league and in initiating the selection process for league-specific awards.

CLOSING STATEMENT - The NLC works collaboratively with the DND to ensure that Sea Cadet corps' have what they require to run the program efficiently. It is important to understand the role of the NLC branches because these volunteers work hard to support each local cadet unit. Sea cadet corps' could not function without the efforts of the local branch.

M207.04 – Identify Year Two Summer Training Opportunities

IMPORTANCE - It is important for cadets to identify year two CSTC training opportunities available to them because they must decide if and for which course they would like to apply.

LEADERSHIP/MARKSMANSHIP/DRILL AND CEREMONIAL
These three specialty areas are offered in one course at this level. Cadets will develop the knowledge and skills required to improve leadership abilities. Activities include:

- leadership;
- marksmanship training;
- recreational marksmanship and biathlon activities;
- naval ceremonial drill;
- advanced foot drill;
- delivering words of command;
- cutlass drill;
- colour party drill; and
- executing ceremonies.

FITNESS AND SPORTS
Cadets will improve individual fitness and sport knowledge and skills. Activities include:

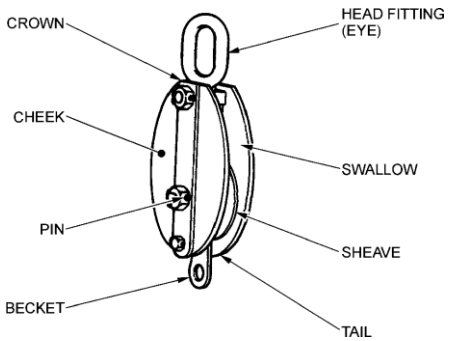
- rules and regulations of sports; and
- personal fitness.

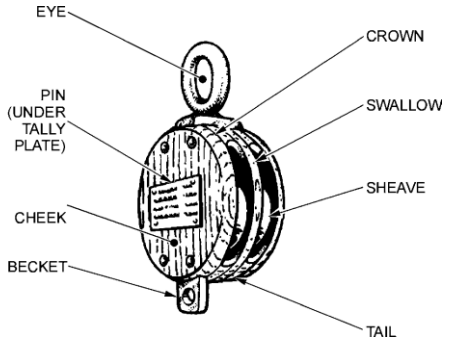
M221.03 – Reeve Blocks

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

WHAT IS A BLOCK?
A block is a pulley made of wood, metal, and/or synthetic-resin bonded fibre and, in some cases, a combination of wood and metal. It is used to provide assistance when moving objects from one location to another.

PARTS OF A BLOCK
Crown. The top area of the block.
Cheek. The side housing of the block.
Pin. Secures the sheave between the cheeks.
Becket. An eye connected to the bottom of the block, used for securing the line when reeving two or more blocks.
Tail. The lower area of the block.
Sheave. The wheel found inside the cheeks of the block that the lines sits on.
Swallow. The space between the sheave and the crown of the block. This distance determines the maximum size of line a block can handle.
Head Fitting (Eye). An eye located at the top of the block, used for connecting the block to a deckhead, bulkhead, etc.
Tally plate. A metal plate that identifies a block's safe working load. It is fixed to the cheek of the block.

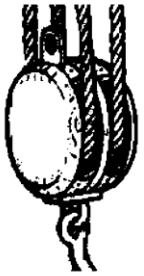




BLOCKS FOR REEVING
There are two different blocks that are commonly used in the Cadet Program.

Single Block. This block consists of one sheave. A single block can be used as a stand alone block, which will provide a change of direction when pulling a load. It can also be used in series with additional single or double blocks.
Double Block. This block consists of two sheaves. The double block is not a stand alone block, and is used in a series with other types of blocks.

SINGLE BLOCK



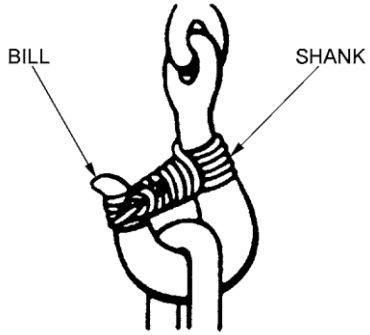
DOUBLE BLOCK

M221.02 – Mouse a Hook

IMPORTANCE - It is important for cadets to know how to mouse a hook as it is not only a practical skill when securing loads to a hook, but a safety precaution whenever any hook is under stress.

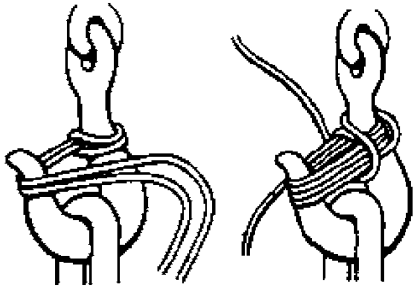
MOUSING A HOOK
Mousing a hook is securely wrapping a length of line or small wire between the bill and shank of a hook.

PURPOSE
Mousing is used to prevent a load from slipping off a hook.



MOUSING A HOOK
Steps to Mousing a Hook

1. Cut a length of whipping twine that is approximately six times the distance between the bill and shank of the hook (e.g. 10 cm distance between the bill and shank requires a 60 cm length of line, 2 inch distance between the bill and shank requires a 12 inch length of line, etc.).
2. Using the full length of twine, make a bight in the middle of the length of twine.
3. Place the bight around the shank and pass the ends through the bight.
4. Tightly wrap the ends around the bill and back around the shank.
5. Complete step four again, hauling the turns taut.
6. Holding one end of the whipping twine near the shank bring the other to the bill.
7. Bring the piece of whipping twine near the shank up and around the shank.
8. Starting underneath, begin wrapping the end of the whipping twine around the turns made between the bill and shank in steps four and five.
9. Continue to wrap the whipping twine around the turns between the bill and the shank until it reaches the bill.
10. Complete the mousing by tying a reef knot between the two ends of the whipping twine at the bill of the hook.
11. Cut off the excess whipping twine.



CLOSING STATEMENT - Mousing a hook is a practical skill that is still used in the Canadian Navy today when spring hooks are not available and a mousing must be applied. It is important to know how to mouse a hook in order to safely attach a load to any hook, preventing potential accidents and injuries.

MUSIC
Cadets will develop music knowledge and skills. Activities include:
learning music theory;

- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

SAIL
Cadets will develop sailing skills and knowledge in accordance with Canadian Yachting Association (CYA) sail levels. Sailing is the primary activity in this course.

SEAMANSHIP
Cadets will develop seamanship knowledge and skills. Activities include:

- small craft operations;
- naval communication;
- ropework; and
- a day sail on a Sea Cadet Training Vessel (SCTV).

CLOSING STATEMENT - Summer training is a fun and exciting aspect of the Cadet Program. Training is offered in specialty areas that may not be accessible at the corps. Summer training centres are also a place to meet cadets and make new friends from different corps across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them the most.

C207.01 – Identify the Rank Structure of the Royal Canadian Army and Air Cadets

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

C207.03 – Describe the Affiliated Unit

IMPORTANCE - It is important for cadets to describe the affiliated unit, as it will help to develop a good rapport, working relationship, and understanding between the corps and its affiliated unit.

NAME OF AFFILIATED UNIT:

LOCATION OF AFFILIATED UNIT:

DATE AFFILIATED UNIT WAS CREATED:

MOTTO OF AFFILAITED UNIT:

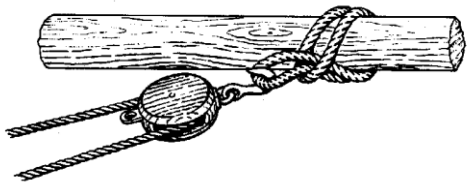
IMPORTANT FACTS ABOUT THE AFFILIATED UNIT:

CO:

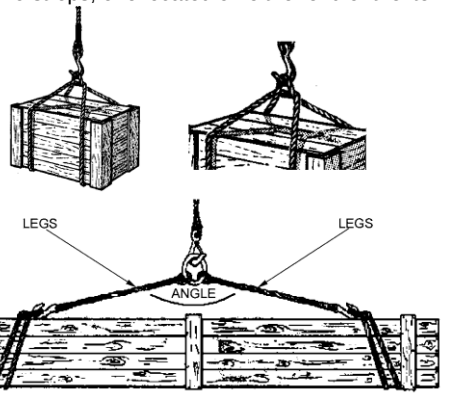
COXN / RSM :

CLOSING STATEMENT - The affiliated unit is a frontline connection to the CF, and may provide supplementary support to the corps (e.g., equipment, personnel, and facilities). Having knowledge of the affiliated unit will help to develop a good rapport, working relationship, and understanding between the corps and the affiliated unit.

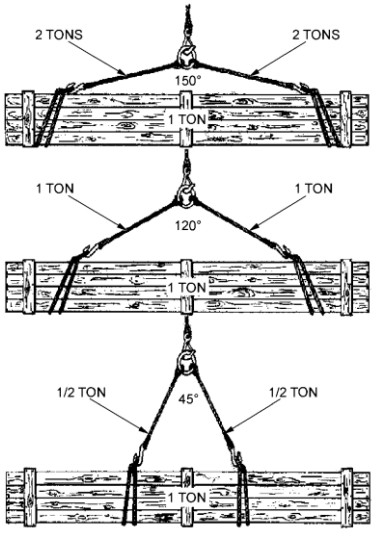
PUTTING A STROP ON A SPAR
Place the strop around the spar. Pull the strop through itself exposing a loop which may be attached to a hook.



USING A STROP FOR SLINGING A BOX
Whenever an item or a collection of packages is to be hoisted, it is attached to a hook through the use of a sling. A sling can be made with a single strop placed around the box, tucked through itself and attached to a hook or by using two strops; one located on either end of the item.



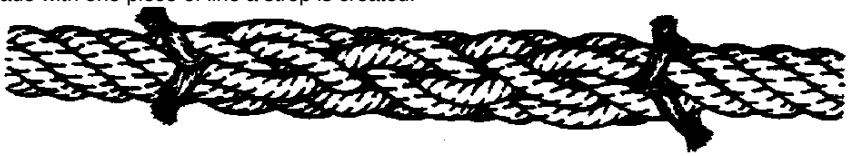
When using strops for hoisting, the angle between the legs of the sling will determine the amount of stress the strops must endure. The recommended angle of work is between 0 degrees and 120 degrees.



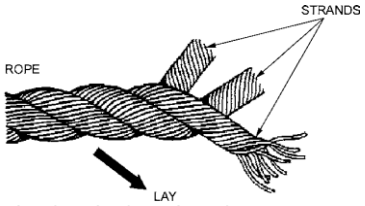
CLOSING STATEMENT - The use of strops is a necessary component of slinging objects that require hoisting. Being able to make a short splice, hence completing a strop, will be a useful skill during Phase Three training when learning to rig sheer legs.

SHORT SPLICE

Purpose
The short splice is used to join two pieces of line that are not required to pass through a block. When made with one piece of line a strop is created.

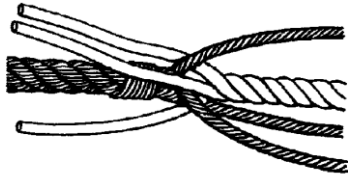


Three-Strand Line
Three-strand line consists of three strands twisted together in the same direction. This process is known as laying.

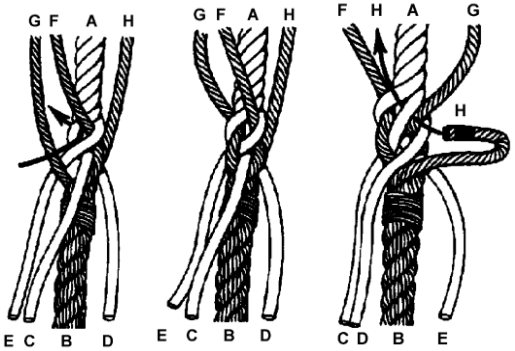


STEPS TO MAKING A STROP USING A SHORT SPLICE

1. Complete a whipping on both ends of the line at a distance from the line's end equal to 20 times the diameter of the rope (e.g. 2 cm diameter line requires a whip located at 40 cm from its end, 1/4 inch diameter line requires a whip located 5 inches from its end, etc.).
2. Unlay the strands of the line back to the whippings and whip the ends of each strand.



3. Marry the ends of the line together so that one strand of each end lies between two strands of the opposite end.
4. Remove the whipping from line A.
5. Lay F over C, tuck it under E, and bring it out between D and E.
6. Lay G over E, tuck it under D, and bring it out between D and C.
7. Lay H over D, tuck it under C, and bring it out between C and E.
8. Continue until all strands have been tucked under the strands of the other end of line.
9. Remove the whipping from line B.
10. Lay and tuck C, D and E in the same manner as F, G and H listed above.
11. To finish the splice, dog the ends. To do so, split the ends of each strand in half. Take each half and whip it to its neighbour over the adjacent strand.



PO 208 – DRILL

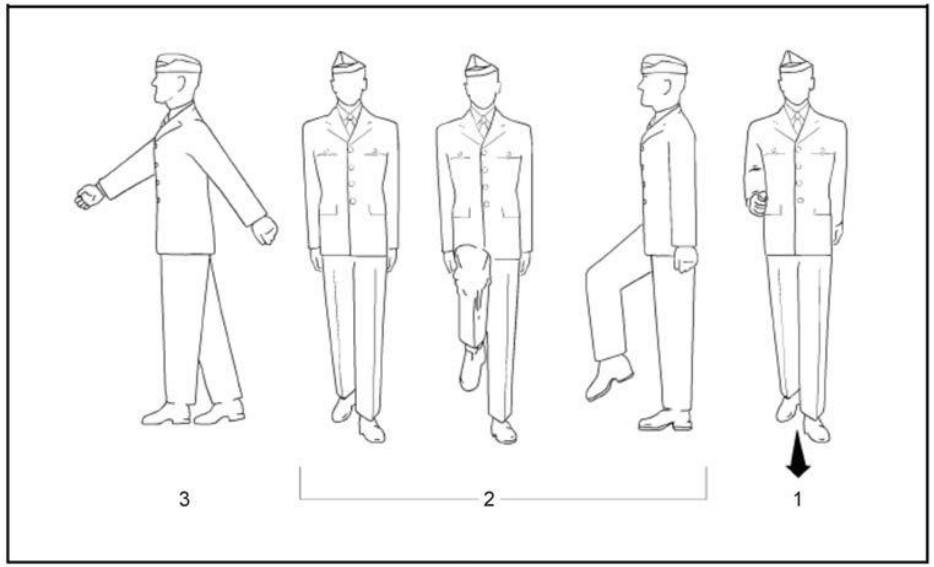
☐ M208.01 Execute Left and Right Turns on the March

☐ M208.02 Form Single File from the Halt

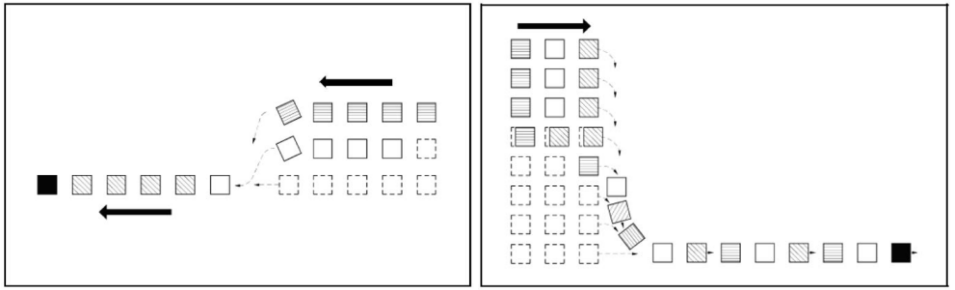
☐ C208.01 Practice Ceremonial Drill as a Review

☐ C208.02 Execute Drill with Arms

M208.01 – Execute Left and Right Turns on the March



M208.02 – Form Single File from the Halt



PO 211 – PARTICIPATE IN RECREATION SUMMER BIATHLON PROGRAM

Participate in the following lessons:

☐ C211.01 Identify Civilian Biathlon Opportunities

☐ C211.02 Run on Alternating Terrain

☐ C211.03 Fire the Cadet Air Rifle Using a Sling Following Physical Activity

☐ C211.04 Participate in a Recreational Summer Biathlon Activity

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 221 – RIG TACKLES

☐ M221.01 Use a Strop for Slinging

☐ M221.02 Mouse a Hook

☐ M221.03 Reeve Blocks

☐ M221.04 Identify Components of Tackles

☐ M221.05 Rig Tackles

☐ C221.01 Make a Back Splice

☐ C221.02 Make an Eye Splice

☐ C221.03 Make a Back Splice

M221.01 – Use a Strop for Slinging

IMPORTANCE - It is important for cadets to make and use a strop for slinging as it is a useful skill when working with rigging and handling lines. Making and using a strop allows cadets to safely hoist and lower a load.

STROP
A strop is a continuous loop in a line or wire rope. When using line, it can be made by tying the two ends together with a reef knot or by making a short splice in one length of line.

PURPOSE
A strop is used to pass around a case, spar, piece of line, etc. so as to provide an eye to be placed over a hook or shackle.