



ROYAL CANADIAN SEA CADETS

PHASE II HANDBOOK 2002



Name:

Corps Name and Phone Number:

Your Division's Name:

Divisional Officer's Name and Phone Number:

Divisional Petty Officer's Name and Phone Number:

Commanding Officer's Name and Phone Number:

Acknowledgements

“Did you know” courtesy of:

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The Great Canadian Trivia Book 2 - Mark Kearney & Randy Ray - Hounslow Press 1998
When Do Fish Sleep - David Felman - Harper & Row Publishers 1989
The Great Canadian Quiz @ www.hcbe.edu.on.ca

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ROYAL CANADIAN SEA CADETS

PHASE II HANDBOOK 2002

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OPI: D Cdts

CONTENTS

Introduction

Chapter 1 - Performance Objective 401 - Serve Within a Sea Cadet Corps

Sea Cadet Summer Training Centres	2
Conclusion	6

Chapter 2 - Performance Objective 402 - Drill

The Position of Order Arms	8
Stand at Ease from the Order with Arms	11
Stand Easy from Stand at Ease with Arms	12
Attention from Stand at Ease with Arms	13
Right Dress With Arms	14
Ground and Take Up Arms	14
Slope Arms from the Order	16
Order Arms from the Slope	18
Present Arms from the Slope	20
Slope Arms from the Present	22
March with Arms	22
Inspection of Arms from the Order	24
Order Arms from the Port	25
Salute with Arms	27
Conclusion	29

Chapter 3 - Performance Objective 403 - Marksmanship

Parts of a Rifle	33
The Prone Position	33
Holding the Rifle	34
Conclusion	37

Chapter 4 - Performance Objective 404 - Sailing

Parts of a Sailboat	40
How to Get In and Out of a Boat.....	43
A Turtled Boat	44
Sailing Terms	47
Departing and Returning to a Beach, Mooring or Dock.....	48
Beating.....	51
Reaching.....	53
Running	55
Tacking.....	56
Gybing	57
Conclusion	59

Chapter 5 - Performance Objective 405 - Naval Knowledge

Battle of the Atlantic.....	63
Remembrance Day.....	65
The Boatswain's Call	66
How to Sound Pipes	67
Conclusion	71

Chapter 6 - Performance Objective 406 - Seamanship

West Country Whipping.....	75
Sailmaker's Whipping	76
Eye Splice	77
Back Splice	78
Heaving Lines	80

Chapter 7 - Performance Objective 407 - Leadership

CHAP	83
Discrimination.....	83
Teamwork	84
Set an Example	86
Conclusion	88

Chapters 8 Not Allocated

Chapter 9 - Performance Objective 409 - Outdoor Adventure Training

Camp Routine	91
Suitable Drinking Water	92
Building a Fire.....	93
Waste Disposal	96
Survival Shelters.....	98
Conclusion	103

Chapter 10 - Performance Objective 410 - Physical Fitness

Your Physical Fitness Level	108
Benefits of Physical Fitness	110
Personal Fitness Goals.....	113
Physical Activity Program.....	114
Conclusion	116

Chapter 11 - Performance Objective 411 - Canadian Citizenship

Community Service.....	119
Cadet Records	122

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

WELCOME TO PHASE II

Congratulations on your great progression through Sea Cadets. You now have a good understanding of the basics of sea training and are ready to meet the more advanced challenges of the program. Phase II is filled with even more exciting adventures and opportunity to improve your skills in Drill, Marksmanship, Sailing, Seamanship, Leadership, Outdoor Adventure Training and Physical Fitness.

Have you ever wondered how to do rifle drill? Phase II introduces the rifle drill which is an important part of the customs and traditions within the sea cadet program. You will learn the skills required to be a member of the Guard at your corps. How many knots can you tie now (aside from the ones on your shoes)? Seamanship expands on the knots you learned in Phase I with additional whippings and splices, as well as how to coil and heave a line.

By now you have probably completed a year's worth of training, been promoted to your first rank of Able Cadet, and maybe even taken a General Training Course at a Sea Cadet Summer Training Centre. You should be proud of all your accomplishments to date and continue to approach your challenges with a positive attitude and lots of enthusiasm. The rewards just keep getting better!



CHAPTER ONE

PERFORMANCE OBJECTIVE 401

SERVE WITHIN A SEA CADET CORPS

As a Sea Cadet you now understand your place in the corps and how you fit in the chain of command. You have come to know the cadets in your division, as well as your Divisional Petty Officer (DPO) and Divisional Officer (DO). By now you should be fairly comfortable with the divisional system and how it works.

As learned in Phase I, you know that the divisional system is in place to answer your questions and solve problems. Personal, administrative, and disciplinary matters are dealt with by moving them up through the chain of command until everyone is satisfied with the outcome.

As you learn more about sea cadets during Phase II training, you will also be presented with all kinds of summer training possibilities. Summer training exists for two reasons:

- To support training at the local corps by producing knowledgeable instructors.
- To produce qualified staff to run summer training.

It is not necessary for you to attend summer training to do well at your corps. The summer training program is not a Local Headquarters requirement but it is lots of fun and most cadets consider it to be one of the best parts of our program.

Sea Cadet Summer Training Centres

You have probably had an opportunity to attend a General Training course by now. This course introduces you to the basics of Boatswain, Gunnery, Sail, and Music training. Based upon your interest in these four different Trade Groups, you will be asked to decide which of these Trades you now wish to pursue.

Let's review what each Trade is all about:

The Boatswain Trade is designed to provide you with skills in seamanship, small boat maintenance, small boat operation and marksmanship training. Cadets applying for this Trade must show an interest and aptitude for small boat repairs and firing the air rifle. Successful completion of this Trade awards cadets with Standard First Aid, Coast Guard License, VHF Radio Operator License, and Rifle Coach. The subjects include:

- Shipboard Care and Maintenance
- Shipboard Duties
- Boatswain Call
- Naval Communication
- Rope Work and Rigging
- Anchoring
- Berthing Parties
- Survival at Sea
- Damage Control
- Shipboard Fire Fighting
- Shipboard Ceremonial
- Whaler Pulling and Sailing
- Motorboat Operations
- Small Boat Care and Maintenance

- Marksmanship Training
- Sea Phase - 3 to 6 days on a Sea Cadet Training Vessel
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

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

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

- Instructional Technique Training
- Leadership Training

The Sail Trade is designed to provide you with skills in dinghy sailing. Cadets applying for this Trade must show an interest and aptitude for sailing in small boats and also be comfortable in and around the water. Successful completion of this Trade awards cadets with Standard First Aid, Canadian Yachting Association Bronze Sail V and Sail Instructor. The subjects include:

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

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

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

Once you have selected a Trade to pursue, the progression is as follows:

- **Trade Group One** is the second course that you will attend (after General Training) in the Trade that interests you, either **Boatswain, Gunnery, Sailing, or Music**. These are three-week courses where you will learn the basics of the trade you have chosen.
- **Trade Group Two** is the third course that you will attend. It is a six-week course that teaches you advanced skills in the trade that you have chosen and how to be a leader.
- **Trade Group Three** is the fourth course that you will attend. It is a six-week course designed to make you an instructor in the trade that you have chosen.

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

Of course summer employment is another bonus to successful completion of your trade. DND pays Staff Cadets at SCSTCs quite well!

Do you know what Canada's most valuable coin is? The 1911 silver dollar is valued at more than \$1 million. Its value is high because only two were made.

Conclusion

Being a sea cadet should be second nature to you by now. Phase II brings many new challenges and expectations of you as an Able Cadet. Remember how confusing and new everything seemed in Phase I? Don't forget to help out the new cadets with your valuable knowledge on serving in a sea cadet corps.

CHAPTER TWO

PERFORMANCE OBJECTIVE 402

DRILL

You have now mastered the basics of standing and marching drill. You are probably fairly confident in your movements and ready to learn more challenging maneuvers. Phase II will build upon your existing drill and introduce the basics of rifle drill.

There are many types of drill known and performed by the Canadian Forces. Shipboard drill, sword drill, mortar drill, etc. It is customary when performing drill with arms that the type of rifle determines the type of drill performed. In the Sea Cadet program we use the cadet Lee Enfield No. 4 .303 calibre rifle, deactivated for drill purposes. Even though it is deactivated, we still treat it as a **loaded rifle**.



Rifle drill is unique to Sea Cadets. No other cadet program is authorized to perform rifle drill as part of their mandatory program. Rifle drill is a proud part of the Sea Cadet program and you should be honoured to carry on this tradition. At your corps you probably have a ceremonial Guard, comprised of cadets who have demonstrated excellent drill and deportment. Perhaps you aspire to be part of the Guard at your corps!

This chapter summarizes the drill requirements for Phase II. Use this chapter as a reference and remember that hard work and practice is the best way to improve your own personal drill.

The Position of Order Arms

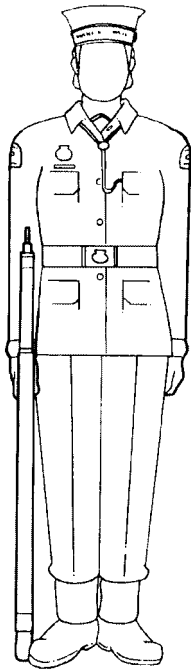
You are now ready to commence with rifle drill, using the Lee Enfield drill purpose rifle. When performing drill with arms:

- Eyes and head are to be kept perfectly still while the rifle is moving.
- Eyes are not to follow the movement of the rifle, but are to be kept looking to the front.
- The rifle, during its movements, is to be kept as close to the body as possible.
- The rifle is always to be moved as quickly as possible and in those exercises which consist of several motions, a distinct pause of two marching paces is to be made between each of the motions.
- Fingers, except where states otherwise, are to be kept close together.

Speaking of Guards, did you know that a Canadian has the dubious honour of spending the most time in prison on Alcatraz Island? Old Alvin “Creepy” Karpis spent a record twenty-six years in Alcatraz. The average stay there was about eight to ten years. Creepy was a gangster in the 1930s known for bank robbery and kidnappings.

To adopt the position of order arms you shall:

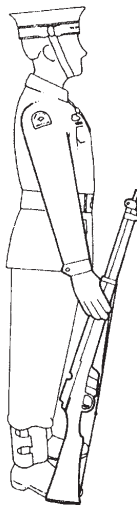
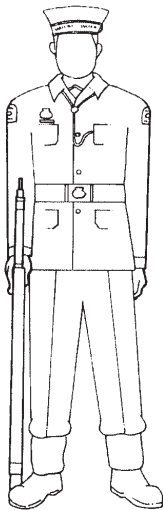
- Hold the rifle, with the right hand, near the lower band, with the back of the hand to the right, the thumb against the thigh, fingers together, slanting towards the ground and clear of the sling.
- Hold the rifle perpendicular to the ground, at the right side of the body, toe of the butt of the rifle in line with, and close to, the toe of the right foot.
- Slightly bend the right arm while keeping the arm close to the body.
- Keep the remainder of the body as in the position of attention.



Stand at Ease from the Order with Arms

On the command, STAND AT - EASE:

- From the position of order arms, force the muzzle of the rifle directly to the front and to the full extent of the right arm, keeping the toe of the butt in contact with the ground and in line with the small toe of the right foot.
- Simultaneously, keeping both legs straight, carry the left foot 25 cm to the left.
- Keep the left arm straight at the side.
- Relax the shoulders.

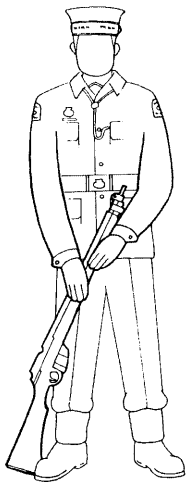
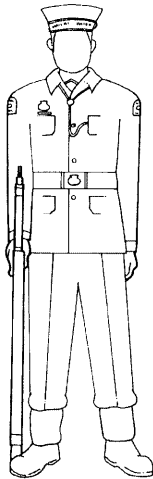


Stand Easy from Stand at Ease with Arms

On the command, STAND - EASY, you shall:

- With a quick movement of the right arm, bring the muzzle of the rifle to the centre of the body by pivoting the rifle on the toe of the butt so the base of the magazine is pointing to the left.
- Simultaneously, strike and grasp the barrel with the palm of the left hand, thumb in rear and fingers in front of the barrel, fingers together pointing down and to the right.
- After observing a standard pause, relax the body.

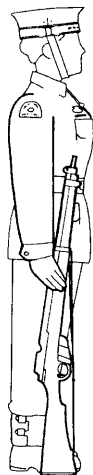
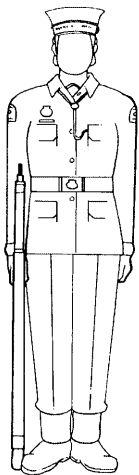
As for stand easy without arms, you cannot move your feet.



Attention from Stand at Ease with Arms

On the command ATTEN - TION, you shall:

- From the position of stand at ease, bend the left knee and bring the left foot to the position of attention.
- Keep the left arm at the side.
- With a swift motion, simultaneously force the rifle to the right side, keeping the butt in contact with the ground and the foot, and assume the position of attention.



Right Dress with Arms

With rifles at the order or shoulder arms position, on the command RIGHT DRESS, you shall:

- Execute a right dress, except that the left arm is raised as the head is turned in the required direction.
- On the command SHOULDER DRESSING - RIGHT (LEFT) - DRESS, the movement is executed normally.

Your instructor may also include centre, left, shoulder or elbow dressing.

Ground and Take Up Arms

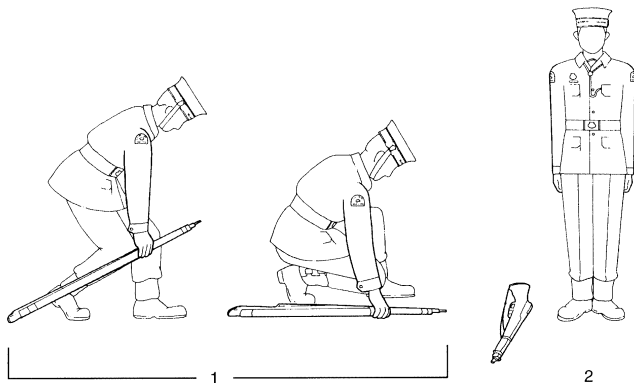
At the position of order arms, on the command GROUND ARMS, you shall:

- On the first count of “Down - two - three”
 - ▶ Bend down at the knees, keeping the back vertical and head and eyes forward.
 - ▶ Place the rifle on the ground at the right side, with the magazine to the right, muzzle pointing in the same direction as the right foot.
 - ▶ Right hand in line with the toe as it places the rifle on the ground.
- On the second count of “Up - two - three”, snap to the position of attention.

At the position of Ground Arms, on the command “TAKE UP ARMS”, you shall:

- On the count of “Down - two - three”, bend down, keeping the back vertical and head and eyes forward and grasp the rifle at the lower band.
- On the count of “Up - two - three”, snap to the position of attention.

Don't forget that weapons that are on the ground are still your responsibility. Care must be taken to ensure that they are not damaged. If cadets are dismissed while arms are grounded, a cadet will be posted to guard the weapons.



Slope Arms from the Order

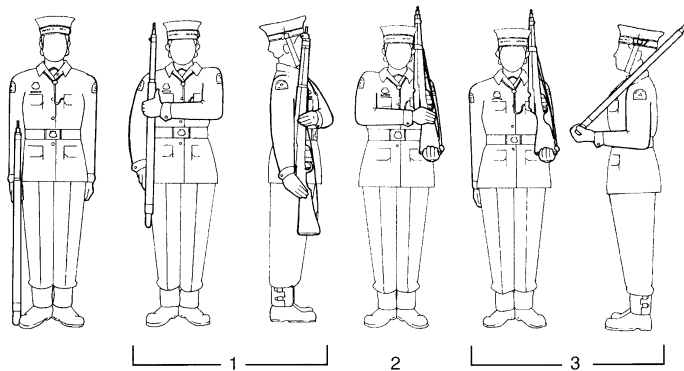
From the position of order arms, on the command SLOPE-ARMS, you shall:

- On the first count, throw the rifle vertically upwards with the right hand, and catch the rifle:
 - ▶ In both hands, at the same time, directly in front of the body, with the rifle vertical.
 - ▶ With the left hand at the back-sight, keeping the left forearm horizontal and the elbow close to the body.
 - ▶ With the right hand at the small of the butt the thumb on the left side of the rifle and the fingers extended and slanting downwards on the right side, while keeping the right arm nearly straight, elbow to the rear and close to the body.
 - ▶ Keeping the muzzle of the rifle close to the right shoulder.

- On the second count:
 - ▶ While keeping the rifle vertical, move it across and close to the body.
 - ▶ Place the rifle flat on the left shoulder, magazine pointing outwards from the body.
 - ▶ As the rifle comes on the shoulder, seize the butt with the left hand, the first two joints of the fingers grasping the upper side of the butt, the thumb about one inch above the toe.
 - ▶ The left upper arm is close to the side.
 - ▶ Keep the forearm horizontal.
 - ▶ Heel of the butt in line with the centre of the left thigh.

- On the third count, cut away the right hand to the position of attention.
- Keep shoulders square at all times.

Slope arms is the best position for marching.



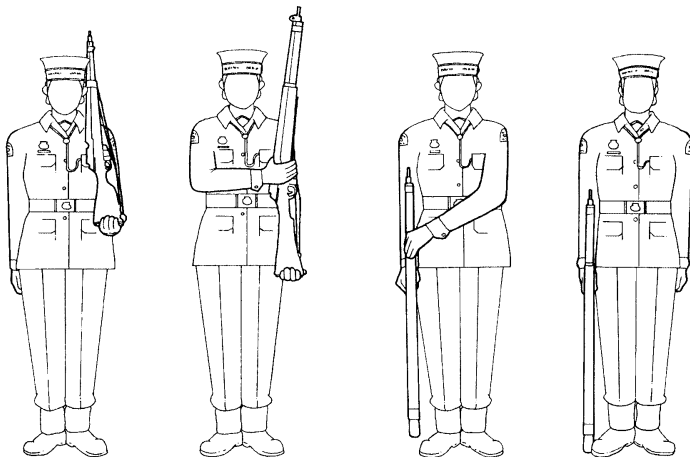
Order Arms from the Slope

From the position of slope arms, on the command ORDER - ARMS, you shall:

- On the first count:
 - ▶ Bring the rifle down to a vertical position and to the full extent of the left arm.
 - ▶ At the same time, meeting it with the right hand at the lower band, arm close to the body.

- On the second count:
 - ▶ Bring the rifle to the right side allowing the toe of the butt to turn to the front.
 - ▶ At the same time, with the left hand, seize the rifle at the nose cap keeping the butt just clear of the ground and steady it with the right hand at the lower band.

- On the third count:
 - ▶ Place the butt quietly on the ground.
 - ▶ Cut the left hand away to the side.



Present Arms from the Slope

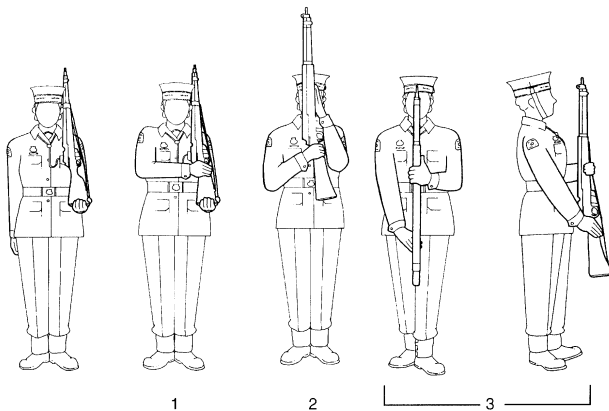
From the position of slope arms, on the command PRESENT - ARMS, you shall:

- On the first count:
 - ▶ Seize the rifle with the right hand at the small of the butt.
 - ▶ Keep arm close to the body.

- On the second count:
 - ▶ With the right hand, bring the rifle in front of the centre of the body, keeping the rifle vertical and at the same height as it was for the slope with the sling to the left.
 - ▶ At the same time, place the left hand smartly on the sling, wrist on the magazine, fingers pointing upwards, and together, thumb close to the forefinger, point of the thumb in line with the mouth of the rifle.
 - ▶ The left elbow to be close to the butt, the right elbow and butt close to the body.

- On the third count:
 - ▶ Bring the rifle down perpendicularly close in front of the centre of the body, sling to the front holding it lightly at the full extent of the right arm.
 - ▶ Fingers are extended and slanting downwards.
 - ▶ The left hand grasping the rifle at the hand guard, thumb pointing towards the muzzle, fingers around the rifle.
 - ▶ At the same time, place the hollow of the right foot against the left heel.

- ▶ Keep both knees straight with the weight of the rifle supported by the left hand.



Slope Arms from the Present

From the position of the present arms, on the command SLOPE - ARMS, you shall:

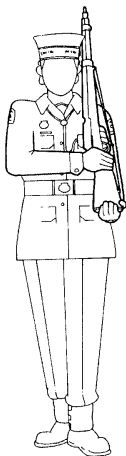
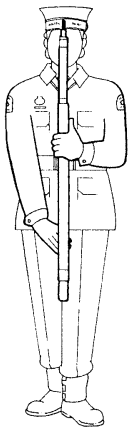
- On the first count:
 - ▶ Bring the right foot back to the position of attention.
 - ▶ Place the rifle on the left shoulder the same as to slope arms.

- On the second count, cut away the right hand to the side.

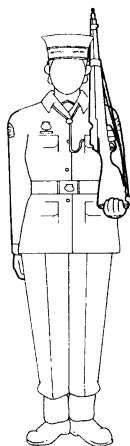
March With Arms

On the command QUICK - MARCH, you shall:

- Step off with the left foot taking a pace of 35 cm.
- All subsequent paces are to be 75 cm.
- Keep the rifle tight against the side.
- Swing only the right arm forward to waist high, hand closed without bending at the elbow.
- March in quick time.



1



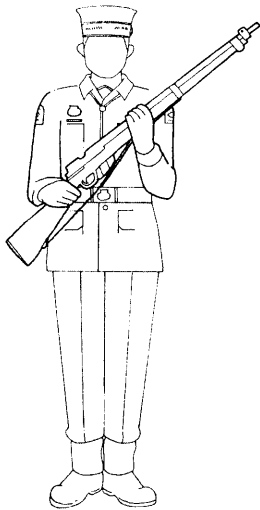
2

Did you know that the expression “lock, stock and barrel” probably came from the parts of an 18th century rifle?

Inspection of Arms from the Order

On the command FOR INSPECTION, PORT - ARMS, you shall:

- Cant the rifle, muzzle leading, with the right hand, across the body, sling to the left and downwards, the barrel crossing opposite the point of the left shoulder, small of the butt in line with the buckle of the belt.
- Meet it at the same time with the left hand at the handguard, thumb and fingers round the rifle, the left wrist to be opposite the left breast, both elbows close to the body.
- Grasp the butt with the right hand at the small, thumb immediately in rear of the right of the back sight and pointing to the muzzle.



Why do we do an inspection of arms? When arms are inspected at the port, as in inspecting a division on parade, the officer or Petty Officer should see that the exterior of the rifle is clean and free from rust, and that no parts are loose or damaged. Because the drill purpose rifles should have no working bolts, there is no need to inspect the magazine and action.

When the inspecting officer approaches you, he or she may take the rifle by the muzzle. You shall lower the rifle to allow the officer to inspect the bore, at the same time placing the thumbnail of the right hand in front of the bolt to reflect the light down the barrel.

As the officer passes, you shall, without orders, Order Arms, and Stand at Ease. The last two cadets of each rank shall *order arms* and *stand at ease* together.

Did you know that today's rifles no longer use wood for the butt and forestock, but favour hardy plastics? Some of these plastics are made by the Mattel Toy Company

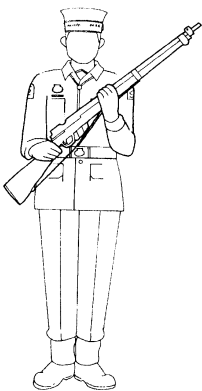
Order Arms from the Port

On the command ORDER - ARMS, you shall:

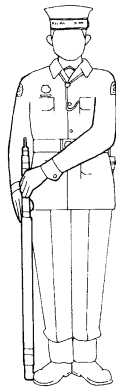
- For the first count, holding the rifle firmly in the left hand, seize it with the right hand at the lower band.

- On the second count:
 - ▶ The rifle to the right side allowing the toe of the butt to turn to the front.
 - ▶ At the same time, with the left hand, seize the rifle at the nose cap keeping the butt just clear of the ground and steady it with the right hand at the lower band.

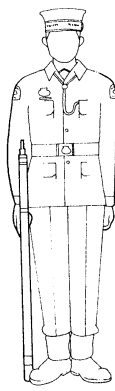
- On the third count:
 - ▶ Place the butt quietly on the ground.
 - ▶ Cut the left hand away to the side.



1



2

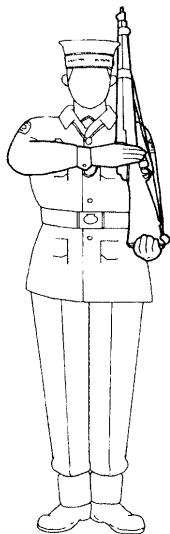


3

Salute with Arms

When passing or addressing an officer or paying other necessary compliments, you shall, with arms:

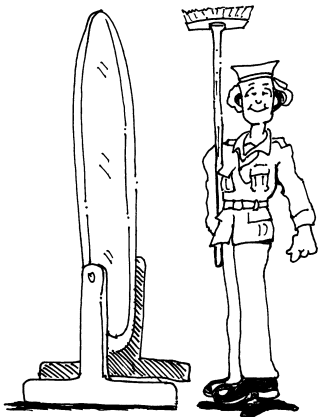
- When marching on shore, be at the slope and will salute by:
 - ▶ Striking the small of the butt smartly with the right hand, with forearm horizontal, back of the hand facing out and fingers straight.
 - ▶ Saluting at the same number of paces before reaching the officer, and cutting the hand away, as directed when saluting without arms.
 - ▶ When passing an officer, the cadet will always turn their head toward the officer in the same manner as when unarmed.
- When halted, turn towards the officer, stand at the slope and salute.
- When onboard ship, the cadet will salute at the shoulder by bringing the left arm across the body toward the rifle keeping the fingers extended, meeting the rifle in line with the right elbow.



Conclusion

Good drill requires poise, balance and sharpness. There are many different activities that showcase the precision drill that you learn in Sea Cadets. To name a few, Naval Ceremonies, Drill Competitions, Color Parties, Guards and your Annual Ceremonial Review are events that everyone enjoys. It is an opportunity to demonstrate your proficiency in drill and for the public to witness a good show!

Rifle drill can be practiced at home with any pole-like object cut to the right length (an old broom or mop will work!). Stand in front of a mirror and go through the basic maneuvers you have learned in this chapter. With practice you will be a member of the Guard in no time at all. Keep up the good work!



CHAPTER THREE

PERFORMANCE OBJECTIVE 403

MARKSMANSHIP

Although you have already had an opportunity to handle a rifle in Phase I, it is necessary to review the most basic and significant lesson regarding marksmanship training - SAFETY. Handling a rifle safely is the most important skill that you can develop.

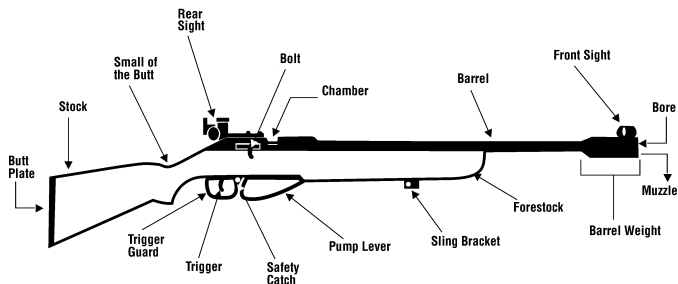
Remember that there are rules and regulations that must be followed to ensure your firing program protects the safety of all involved. You know that the Range Safety Officer (RSO) is in charge of all personnel on the range, and must be listened to at all times. Range Safety Orders are published for everyone to read and follow, eliminating any uncertainty about precautions and procedures. Treat all rifles with respect and as if they are loaded. Understanding that safety is a priority is second nature by Phase II, and you are now ready to improve upon your firing technique.

SAFETY SENSE

- **Always** treat a rifle as if it is loaded.
- **Never** point a rifle at anyone.
- **Always** have the safety catch in the “on” position (No Red).
- **Always** point a rifle in a safe direction.
- **Keep** finger off trigger unless ready to fire.
- **Always** wear ear and eye protection.
- **Never** fire more than one pellet at a time.
- **Never** run or fool around on the range.
- **Always** follow the directions of the Range Safety Officer.
- **Always** read and follow local Range Safety Orders.

Parts of a Rifle

You will have already learned about the parts of the 853C Daisy air rifle, but let's review the proper names:



The Prone Position

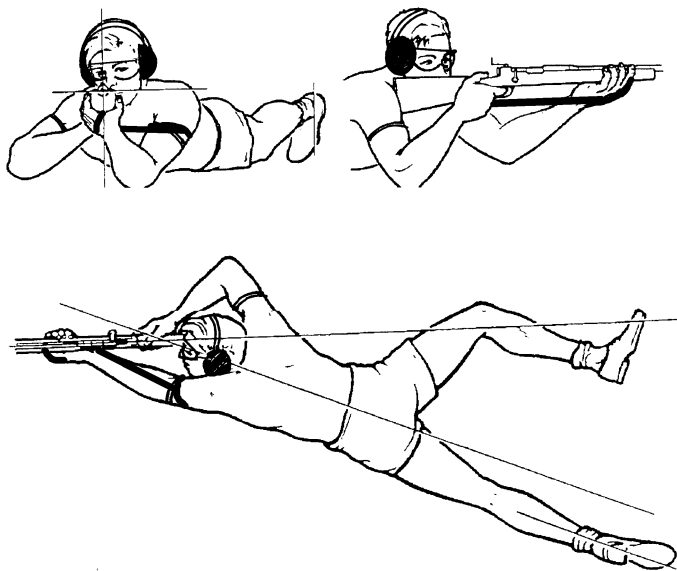
In Phase I, the prone position was introduced as the most effective position to fire from. It allows you to fire in a controlled and safe manner. To review the prone position, check your Phase I Handbook.

Holding the Rifle

Holding the rifle properly will also improve your technique. As a beginner, you know the greatest difficulty at the start is to hold the rifle steady. Maybe the first couple of times you fired you couldn't hold the rifle steadily enough to aim accurately or squeeze the trigger properly. By putting the majority of the rifle's weight on your bone structure and not on your muscles, your muscles won't get tired and start to shake. Practice this technique to help fire steadily:

- Adopt the prone position.
- Pick up the rifle.
- Turn your body 50-150 left from the line of fire.
- Make sure the left elbow is slightly to the left of the rifle.
- Place the sling into sling bracket.
- Place the left hand around the forestock.
- Sling wraps around hand and wrist. Adjust sling to support weight of rifle.
- Right elbow is placed a comfortable distance away from the body and supports very little weight.
- The right hand grips the small of the butt with a comfortable amount of pressure.
- Fit the butt plate snugly into the shoulder and make sure that the butt is returned to the same place on the shoulder for each shot.
- Make sure the right eye is approximately 8 cm from the rear sight (this is commonly referred to as eye relief).
- A triangle should be formed with the left arm and the rifle barrel.
- The muscles of the left arm are not used to hold up the rifle as the sling will take all of the weight.
- The sling should be wrapped around the back of the left arm and placed close to the shoulder of the elbow in order to avoid putting the sling on top of the triceps muscle which carries a pulse.

- Remember that the majority of the rifle's weight should be on the bone structure and not the muscles. The bone structure won't get tired as quickly and it will help you fire more accurately.



Left-handed shooters will have to do the opposite.

Did you know that Canadian Biathlon Olympic Champion Myriam Bedard is a former army cadet? She learned her Biathlon skills in cadets and eventually won two gold medals at the Lillehammer Olympic games. Set your goals high!

It is important to practice controlled breathing as well. Relax your muscles, eliminate tension, and concentrate on slowing your heartbeat. When you squeeze the trigger you should avoid pulling the rifle and moving it from the aim you have chosen. Your coach can help you develop proper breathing techniques and trigger control. Don't get too relaxed!



Conclusion

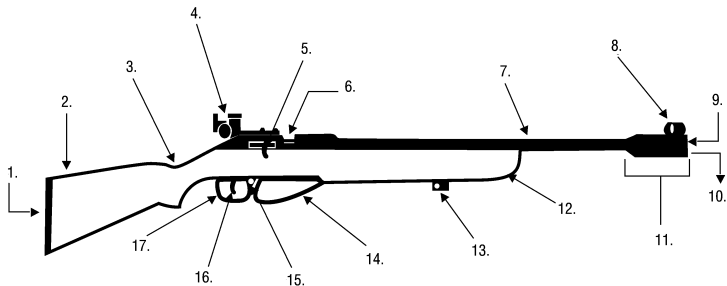
Each corps runs their firing program differently. Some will plan an entire weekend away around firing and others will set-up regularly scheduled times to practice locally. If you are interested in improving your marksmanship skills it is important to take advantage of these opportunities when they come your way. As with most skills learned in Sea Cadets, the only way to become better is with practice!

Test your knowledge of marksmanship by answering the following questions:

1. The most important lesson in marksmanship training is:
 - A. Breathing technique
 - B. Prone position
 - C. Safety
 - D. Holding the rifle steady

2. Match the number on the diagram below with the correct term:

Butt Plate	_____	Small of the Butt	_____
Bore	_____	Stock	_____
Bolt	_____	Trigger Guard	_____
Barrel	_____	Chamber	_____
Trigger	_____	Sling Bracket	_____
Rear sight	_____	Pump Lever	_____
Forestock	_____	Barrel Weight	_____
Safety Catch	_____	Front Sight	_____
		Muzzle	_____

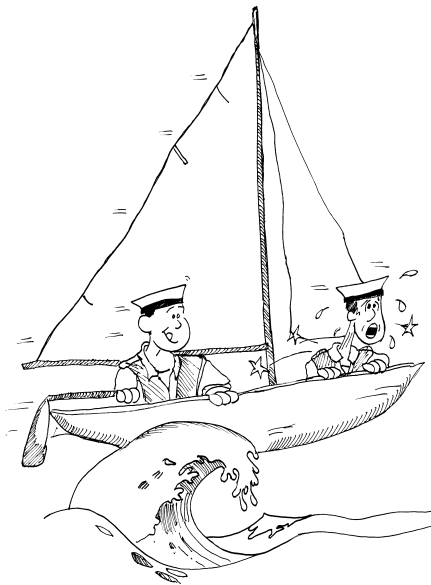


CHAPTER FOUR

PERFORMANCE OBJECTIVE 404

SAILING

Some of the most exhilarating experiences in Sea Cadets are had while participating in the sport of sailing. By now you will have probably gone sailing and realize how thrilling a good sail can be. Are you ready for more?



Every Sea Cadet in Canada is given the opportunity to participate in a sailing program at the corps, sail centre or SCSTC. Each phase of your Sea Cadet training introduces more advanced sailing skills for you to work on. Phase II builds upon the basics you learned in Phase I and moves you from the crew position to skipper of the boat. Enjoy the ride!

Parts of a Sailboat

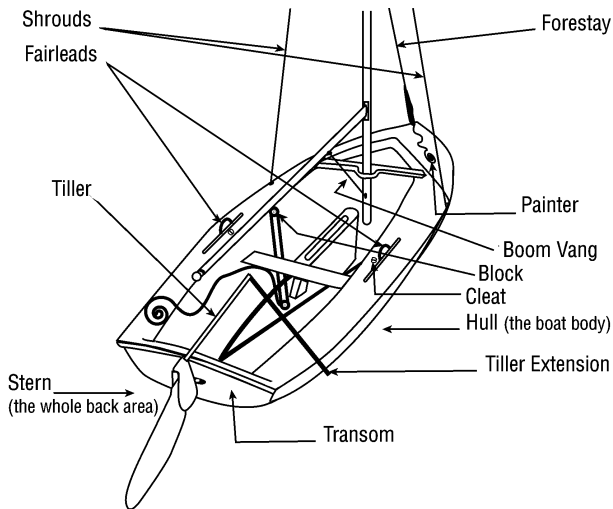
You learned about the basic parts of a sailboat in Phase I. Phase II introduces the more advanced parts of the boat and what their functions are:

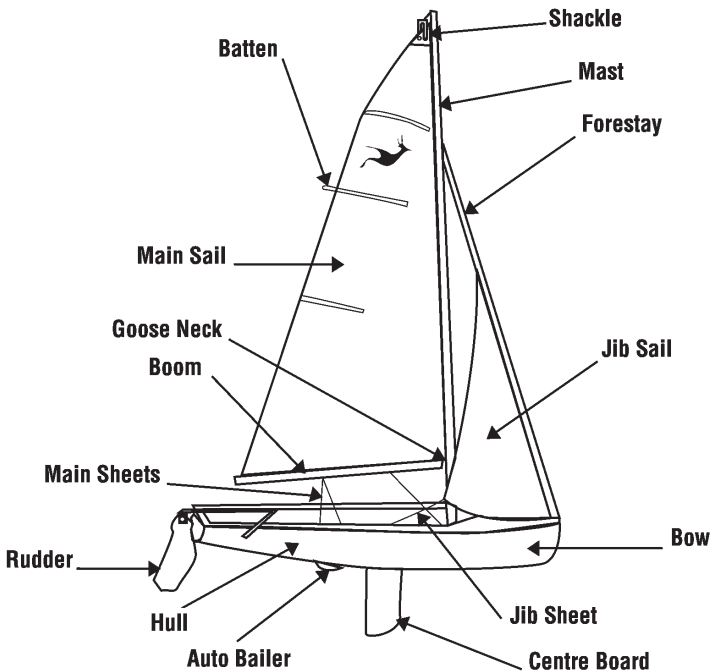
- **hull** is the main shell or body of the boat;
- **transom** is the flat portion of the hull that spans the back of the boat;
- **battens** are the stiff wood or plastic strips used to support the leech of a sail;
- **traveller** is a track or rope bridle used to control the side-to-side position where the mainsheet attaches to the hull;
- **boom vang** is the tackle leading downward from the boom which minimizes mainsail twist by preventing the boom from lifting.

Beyond parts of the sailboat, you need to know the simple functions of the following items in a sailboat:

- **fairlead** is used for lines such as the jib sheet to go through;
- **block** is a pulley used to pull a line through;
- **forestay** prevents the mast from falling backwards;
- **painter** is a bow line used for towing or securing the boat;
- **hiking strap** is used to hook your feet under when hiking out over the side of the boat;
- **shrouds** prevent the mast from falling sideways;

- **automatic bailer** is used to drain water from the cockpit while sailing;
- **shackle** is used to attach halyards to the sails;
- **cleat** is used to secure a sheet or a halyard.





The type of sailboat you sail will vary. It could be a Kolibri, Pirate, Albacore, Laser II, or something else, but the parts remain the same.

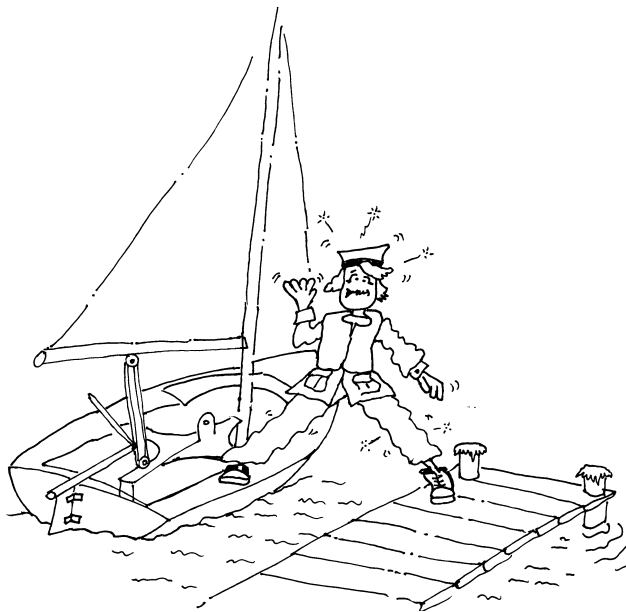
Becoming familiar with the parts of a sailboat and their uses is a necessity before you go out on the water. When you are sailing you can't just stop and figure things out. Learn the parts of your sailboat and how they work before you end up in the water!

How to Get In and Out of a Boat

When it is time to go sailing you might find your sailboat at a dock or mooring. It can be tricky to keep your balance when getting into your boat, so try this:

- Ensure correct weight distribution.
- Smooth movement.
- Maintain your own balance.
- Compensate for the weight shifts of other crew members.

Be careful with the placement of your hands and fingers on the dock. Never put any part of your body between the boat and the dock unless you don't mind losing that part!



A Turtled Boat

As learned in Phase I, capsize is a normal part of sailing and nothing to fear. Most capsizes can be easily righted with very little effort. A capsized boat usually lies on its side with the mast and sails just under the water, but occasionally, your boat may turtle, which means that the mast points straight down in the water and the boat bottom is up.

Did you know that the largest turtle on earth is the leatherback sea turtle? It can reach a weight of about 800 pounds with its front flippers reaching a span of nine feet!

The best solution for a turtled boat is to prevent turtling in the first place. Don't delay righting your boat as a slow response time quickens your boat turtling. The faster you can right your boat, the less chance of it turtling. Sometimes the weather conditions will result in your boat turtling more quickly if the wind is strong and waves are high. Not to worry, a turtled boat takes a little more time, but it can be righted.

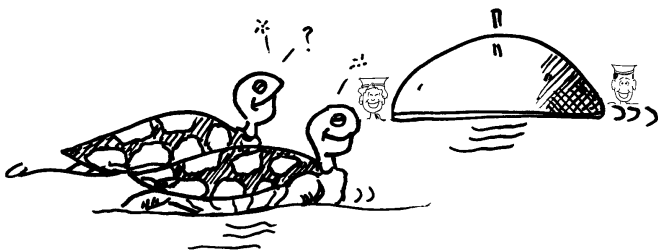
If you are the skipper and your boat turtles:

- Check yourself to ensure safety.
- Check your crew to ensure safety.
- Quickly climb onto the gunwale of the side that is lower in the water, if one is lower. If not, then the gunwale that is to leeward of the waves.
- Hold on to the centreboard leaning weight out over the water and receive jib sheet (from the crew, if necessary) to lean out further and tip the boat into capsize position.

If you are the crew and your boat turtles:

- Check yourself to ensure safety.
- Check the skipper to ensure safety.
- While holding onto the boat at all times, hand the jib sheet over the bottom of the hull, in front of the centreboard, to the skipper.
- Hold on to the forestay and swim, turning the boat so that the cockpit is into the waves, to help push the boat into capsize position.

Once the boat is back into capsized position you follow the procedures as for a capsized. Be careful getting back into the boat as you don't want to capsize again. Empty your boat of water by using either a hand bailer or automatic



bailer. Finally, keep sailing!

Don't forget that a safety boat will always be near by should you require assistance. Always stay with your boat and don't attempt to swim for help. Remember that an open hand means that you need help and a closed fist means you are okay. Stay calm if you get caught in lines or under the hull. Your PFD will keep you afloat and help is near.

Successfully righting a capsized or turtled boat is something to be proud of. It is physically and mentally demanding at the time, but nothing beats sharing your triumphant capsized stories later with fellow cadets!

Sailing Terms

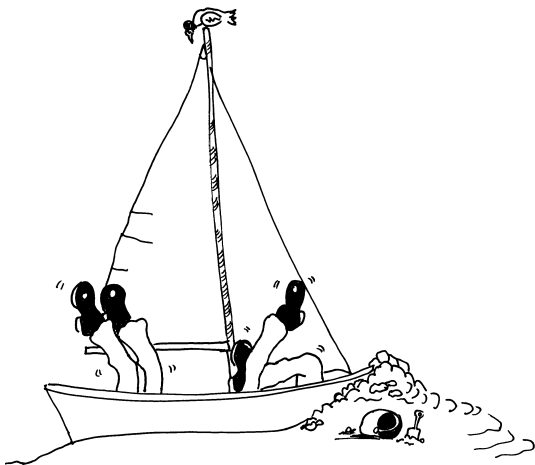
If you are going to become truly conversant in sailing, you have to learn to “talk the talk”. Sailors have their own terminology that they use to describe the different aspects of sailing. It is necessary to familiarize yourself with these terms to accurately talk about sailing:

- **Port** is the left side of the boat when facing the bow.
- **Starboard** is the right side of the boat when facing the bow.
- **Tacking** is turning the boat so that the bow of the boat passes through head-to-wind and the boom changes sides.
- **Gybing** is turning the boat so the stern passes through head-to-wind and the boom changes sides.
- **Luffing** (of sails) is when the forward part of the sail is fluttering.
- **Heel or Heeling** is the sideways leaning or tipping of the boat, usually caused by the force of the wind on the sails.
- **Hike or Hiking** is leaning the crew and skipper’s weight over the side of the boat where the wind is coming from in order to stop the boat from tipping (heeling).
- **Crew** is the person who tends the jib and the centreboard/daggerboard.
- **Windward** is toward the source of the wind.
- **Leeward** is away from the source of the wind.
- **Skipper** is the person who is in command of the boat.
- **Helmsperson** is the person who steers the boat.
- **Heading up** is turning the boat’s course toward the wind
- **Bearing away** is turning the boat’s course away from the wind.

Because a quick reaction time is important in a sailboat it is necessary for everyone to use the same terminology. Proper use of these terms eliminates any confusion as to what you are talking about and allows for safer sailing.

Departing and Returning to a Beach, Mooring, or Dock

Have you ever seen a sailboat returning to shore on a dead run at mach speed? The last thing you see, before the boat runs up on the beach, are the terrified faces of the crew. In the past you may have had a lot of help from the instructor. Now it's time to do it yourself. Believe it or not, there are proper ways to depart and return to a beach, mooring, or dock, which are actually safe and quite simple!



To *launch* a boat from a beach, mooring or dock you should:

- As skipper and crew, determine the wind direction (if you don't know where the wind is coming from you can't launch or return successfully).

- As crew, push bow from dock, mooring or beach so that the boat does not return to dock, mooring or beach or make contact with other boats. Respond to skipper's commands.
- As skipper, control direction and speed.

To return to the beach, mooring or dock you should:

- As skipper and crew, be aware of wind direction.
- As crew:
 1. Luff jib on skipper's command.
 2. Ease centreboard up as required when nearing shallow water.
 3. Ease out of boat to shore or grasp mooring or dock.
- As skipper:
 1. Steer the boat head to wind within half a boat length of the dock or mooring.
 2. Slow the boat as required.
 3. Give appropriate commands to the crew for easing of the jib.
 4. Unlash rudder in a timely manner so as not to hit ground when nearing the shore.

Be sure to use fenders as fiberglass boats are easily damaged by running into a dock. Remember to watch where you place your hands and fingers as human flesh is also easily damaged by running into a dock. Broken boats are a little easier to fix than broken bones!

Every corps sailing program is different. You may not use all three types of launching and returning, but you need to know how to do them. Once you understand how to depart and return from the beach, dock or mooring, what exactly do you do in between? SAIL, of course! Your instructors will

probably set-up a course for you on the water. Each course is designed to focus on specific sailing skills, such as:

- points of sail
- tacking
- gybing
- heading up
- bearing off

Make sure you pay close attention to where and what your course is before you go out on the water. The best time to ask questions is during the on-shore briefing.



SAFETY SENSE

- Always wear proper **footwear, PFD and clothing.**
- Always **wear a helmet** to protect your head.
- **Be careful getting in** and out of a sailboat.
- Remember that an open hand means that you need help.

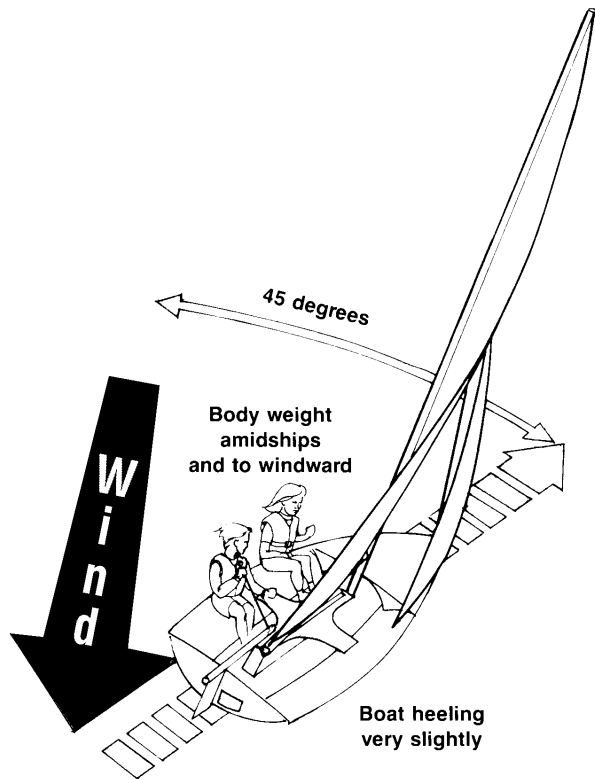
Beating

Beating refers to a series of tacks used to sail upwind. The tacks are done from the point of sail known as close-hauled. Remember learning the points of sail in Phase I? You learned that close-hauled is the closest you can sail to the wind. If you need to get somewhere that is directly upwind from you this can only be done by beating your way upwind, tacking from close-hauled to close-hauled.

In Phase II, you are required to know how to beat as crew. You won't have to learn how to beat as skipper until Phase III. For now, as the crew, you are responsible for the following when beating:

- Maintain balance by adjusting crew weight.
- Operate the centreboard as instructed by the skipper.
- Handle the jib by pulling it in all the way, but not allowing it to backwind the mainsail.
- Keep watch for other boats and notify the skipper if any should enter your course.

Sailing upwind is exciting and challenging. Remember, by the time you are a PO2 you want to beat upwind, with Instructor help, as skipper. When sailing close-hauled, keep your sails sheeted fairly tightly (not too tight!) and ensure your centreboard is down in the water all the way. Because of the forces on the sailboat you may experience a great deal of heeling. To compensate for this, slip your feet under the hiking straps, lean way back out of the boat, and enjoy the ride!



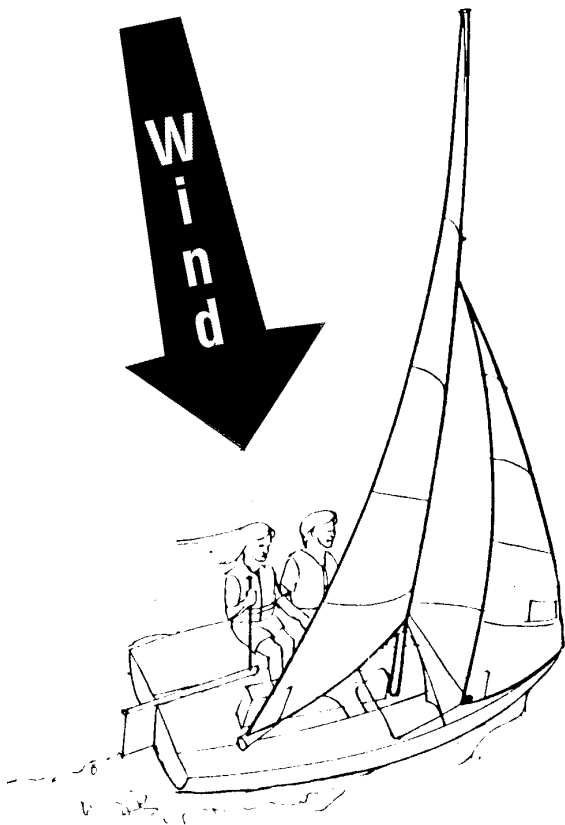
Although beating is a skill you will learn now as crew, there are several other skills in Phase II that will be developed with you as skipper, like reaching, running, tacking and gybing. As skipper, you get to call the shots!

Reaching

The first time you act as skipper in the sailboat your instructor will probably set a simple reaching course for you to sail. The point of sail you will use is known as a beam reach. As you recall from Phase I, a beam reach is:

- sailing with the wind coming over the side of the boat;
- centreboard is $\frac{1}{2}$ up, sails are $\frac{1}{2}$ out.

As skipper, you must constantly let your sails off slightly until they luff, and then pull them back in again until the wind fills the sails. Your sails must be constantly checked to ensure the proper sail trim for a beam reach. Communicate with your crew so that they trim their jib sail properly as well.

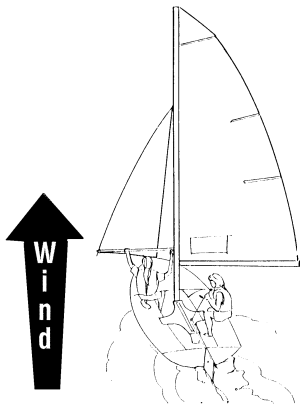


Running

Running free is sailing directly away from the wind. As skipper, you are responsible for the following:

- Perform simple rudder adjustments while underway to keep the boat on a run and free of accidentally gybing.
- Perform simple main sheet adjustments while underway to keep the sail full and the boom out to, but not touching the shroud.
- Have the centreboard raised.
- Wing the jib (opposite side from the boom).
- Communicate commands to the crew.

Sailing on a run may seem fairly simple, just aim your boat and away you go, but don't forget to adjust your centreboard and sails. Have your crew hold onto the boom to prevent accidental gybing. No one likes getting bonked in the head.

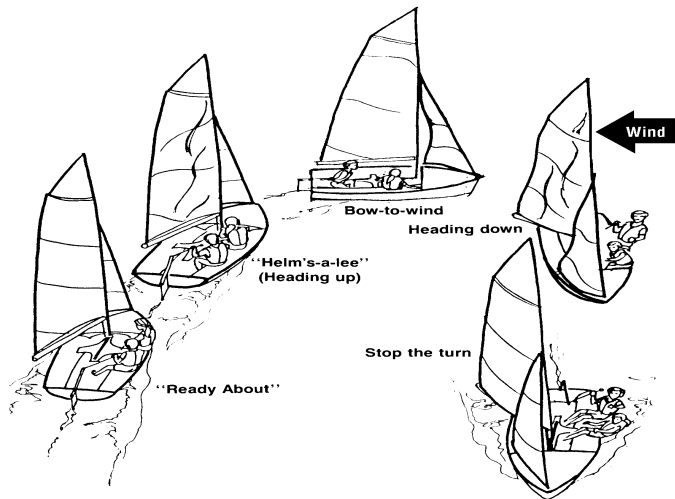


Tacking

This skill is also known as coming about, which is the act of turning the boat into the wind until the sails refill from the other side. As skipper, you have the following responsibilities:

- Alert crew of intention to tack or come about with the command “Ready About” or “Ready to Tack”.
- Once crew has responded with “Ready”, state “Helms a lee” or “Tacking” and commence tacking by turning the boat 90-100 degrees.
- Allow the boat to continue turning until the sails fill again, this time with the wind blowing over the other side.
- Change sides consistently but an awkward movement is allowed.
- Position hands after the tack so that the aft hand is once again steering and the forward hand is now handling the main sheet.
- Centre the tiller to stop the turn.
- Do not tack from a reach to a reach or stall out into irons.
- Communicate commands to crew.

Remember that tacking must be done from the close-hauled point of sail. As you head up, be sure the boat is moving quickly enough to come about. Turn the boat quickly and steadily, but don't jam the tiller all the way over. It should take you about 3 to 5 seconds to come about.



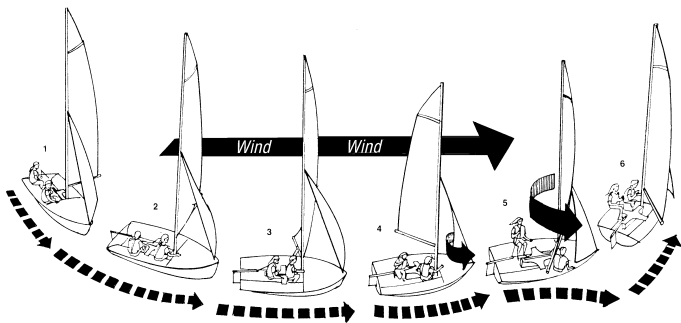
Gybing

The final skill you must perform as skipper is gybing. Your responsibilities include:

- Begin with the boat on a run.
- Alert crew of intention to gybe with the command "Ready to Gybe".
- Once the crew has responded with "Ready", alert the crew with the command "Gybe ho" and commence gybing by bearing off and gybing the boom.
- Skipper then allows the boat to continue turning until the sails fill again, this time with the wind blowing over the other side.

- Skipper centres the tiller to stop the turn.
- Position hands after the tack so that the aft hand is once again steering and the forward hand is now handling the main sheet.
- Change sides consistently but an awkward movement is allowed.
- Head off on a new course.
- Communicate commands to crew.

Be careful in higher winds as a gybe can get out of hand if done incorrectly. Follow the steps and stay in control of the boat.



Conclusion

Although this chapter outlines the expectations of you in a sailboat, you can never truly learn these skills until you go sailing. It is helpful to have an understanding of the basics, but skill improvement only comes with practice. Take advantage of the many opportunities that will be given to you to sail at the corps, sail centre, or SCSTC.

Test your sailing knowledge by answering the following questions:

1. Check off the items you are always required to wear when sailing:

- Hat
- Wetsuit
- PFD
- Soft-soled shoes
- Sailing gloves
- Helmet
- Wet weather gear

- C. Turning the boat so the stern passes through head-to-wind and the boom changes sides is _____.
- D. When the forward part of the sail is fluttering this is known as _____.
- E. The sideways leaning or tipping of the boat, usually caused by the force of the wind on the sails is known as _____.
- F. The person who tends the jib and the centreboard is the _____.
4. Draw a line to match the boat part with the best description:

Fairlead	Used to hook your feet under when hiking.
Block	A bow line used for towing.
Forestay	Used for lines to go through, like jib sheets.
Painter	Prevents the mast from falling sideways.
Hiking Strap	Prevents the mast from falling backwards.
Shrouds	Sailor's term for a pulley. Has one or more wheels called sheaves.

CHAPTER FIVE

PERFORMANCE OBJECTIVE 405

NAVAL KNOWLEDGE

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

Battle of the Atlantic

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

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

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

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

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

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

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

Remembrance Day

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

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

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

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

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



Something to think about . . .

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

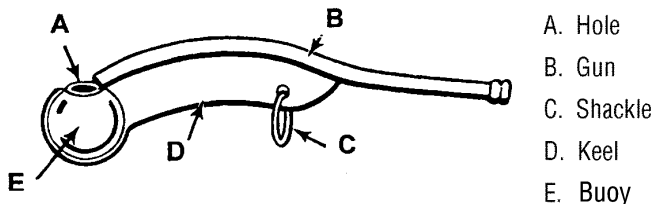
The Boatswain's Call

Piping is a naval method of passing orders and information. Orders using a Boatswain Call are known as pipes.

The use of the Boatswain's Call can be traced back to the year 1248 during the days of the Crusades in England. It was worn in the fleet as an

honoured badge of rank, probably because it was always used for passing orders. We also know that as long ago as 1485, it was worn as the badge of office of the Lord high Admiral of England until 1562. Thereafter, it was used for passing all orders and since 1671, it has been known as the Boatswain's Call. Today the Boatswain's Call and chain are the badge of office of the Chief Boatswain's Mate and the Boatswain's Mate.

Parts of a Boatswain's Call:



How to Sound Pipes

The expression to pipe generally means, to make the sound on the Boatswain's Call and to give the spoken order, which it may qualify. Most pipes, however, are orders in themselves and do not require any verbal addition.

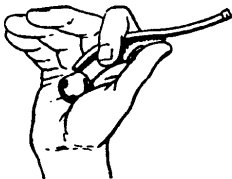


Holding the Boatswain's Call:

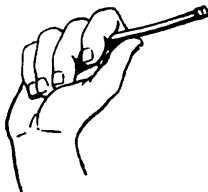
- Hold in the right hand between the index finger and thumb.
- The thumb should be on near the shackle.
- The side of the buoy rests against the palm of the hand, and the fingers close over the gun and buoy hole in such a position as to be able to control the exit of air from the buoy to the desired amount. Care must be taken that the fingers do not touch the edge of the hole in the buoy or of the hole in the end of the gun, otherwise all sound will be completely choked.

The Two Main Notes:

- Low Note - produced by blowing steadily into the mouth of the gun with the hole of the buoy unobstructed by the fingers.



- High Note - produced by controlling the exit of air from the hole of the buoy, which is done by closing the fingers around the buoy, taking care not to touch the edges of the hole or the end of the gun.



The Three Tones:

- Plain Tone - is marked on the chart with a steady line and is produced by blowing steadily into the gun of the Boatswain's Call.
- Warble - is marked on the chart with a wavy line and is produced by blowing a series of jerks, which results in a warble sound similar to that of a canary.
- Trill - is marked on the chart with a staccato line and is produced by vibrating the tongue while blowing, as in rolling the letter "R".

Pipes:

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

Carry On (B) - is a pipe used after the reason for the Still is completed and signals to all hands they can carry on with their duties.

General Call (C) - is a call that precedes any broadcast and generally used for piping the ship's daily routine, it draws attention to the order.

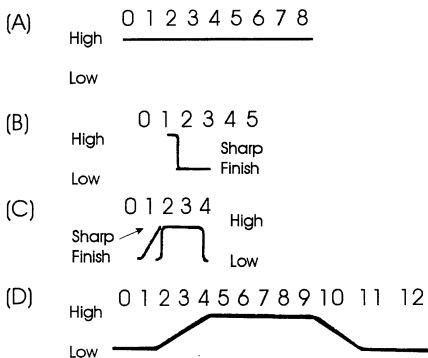
The Side (D) - is a call used to pipe the following:

a. The Commanding Officer of a ship or a foreign naval officer (in uniform), a Commodore and above, (in uniform or not) and a member of the Royal Family when either:

- (1) coming alongside in a boat;
- (2) coming on board;
- (3) going ashore.

b. When a corpse is taken aboard or ashore.

c. When the body is committed to the sea in a funeral at sea.



Conclusion

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

Test your naval knowledge by answering the following questions:

1. Ceremonies commemorating the Battle of the Atlantic are held each year on:
 - A. November 11
 - B. The last Sunday in September
 - C. June 1
 - D. The first Sunday in May

2. The Canadian Navy defended the convoy routes of the North Atlantic during the Battle of the Atlantic.

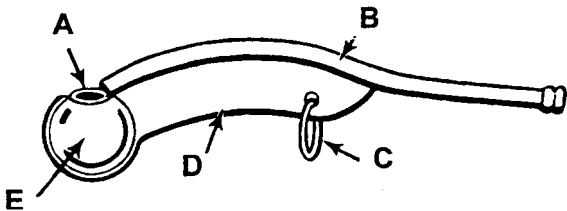
True False

3. Remembrance Day commemorates the signing of the peace treaty in Versailles, France on the eleventh hour of the eleventh day of the eleventh month in 1918.

True False

4. In your own words, describe why it is important to commemorate Battle of the Atlantic and Remembrance Day:

5. Insert the parts of a Boatswain's Call on the diagram below:



A. _____

B. _____

C. _____

D. _____

E. _____

6. Name two Canadian ships that are currently operational:

A. _____

B. _____

7. Draw a line matching the pipe with the correct usage:

Still	Used to pipe all hands to attention as a mark of respect.
Carry On	Used to pipe the CO of a ship when coming alongside, coming on board, or going ashore.
General Call	Precedes any broadcast and generally used for piping the ship's daily routine.
The Side	Used after the reason for the still is completed and signals to all hands to carry on with their duties.

CHAPTER SIX

PERFORMANCE OBJECTIVE 406

SEAMANSHIP

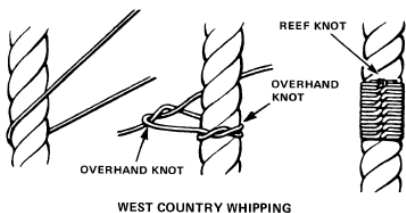
Tying knots is one of the really neat things that sea cadets can do well. There is an expression that goes "if you can't tie knots, tie lots!" but in our program we actually learn the correct knots to tie for each activity. In Phase II we advance our knot tying skills with a few more whippings and splices. They will help us when we rig sheers in Phase IV.

West Country Whipping:

- Suitable for use where rope is in water a great deal
- For use with nylon or polyester rope
- Is also used to mark points on a wire that pass through blocks

Method:

- Centre the twine used for whipping and pass both ends round the rope.
- Each time the ends pass each other, tie an overhand knot.
- Finish with a reef knot.

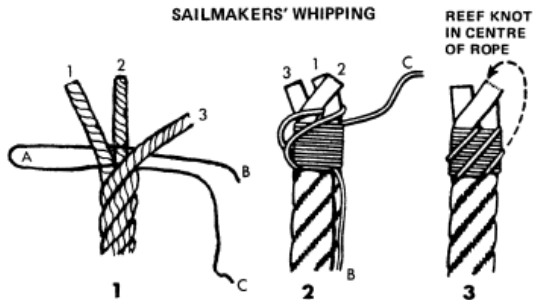


Sailmaker's Whipping

- This whipping is the most secure whipping for the end of a rope.
- Can be used on any rope.

Method:

- Unlay the strands at the end of the rope for about 2 inches.
- Make a bight about 9 inches long in the whipping twine and pass the bight over one strand of the rope, letting the bight hand down, and bringing the two ends towards you between the other two strands.
- Ensure that you now have a bight (A) on one side of the rope, and the short end (B) and working part of the twine (C) on the other, as in figure below.
- Relay the strands of the rope.
- Whip the rope tightly using the working part of the twine (C), and going against the lay. Put on enough turns so that the whipping is as long as the diameter of the rope.
- Take the slack of the bight (A) and, following the line of the strand (1) as it lies under the whipping, slip the end of the bight over the end of strand (1) as it emerges from the top of the whipping (see figure).
- Tighten the bight by pulling firmly on the short end (B). The two parts of the bight will now occupy the grooves on either side of the strand (1).
- Take the short end (B) and, following the remaining groove, bring it up outside the whipping and between the strands (1) and (3) as they emerge from the top of the whipping.
- Take the end of the working part (C) and bring it between strands (1) and (3) from the opposite side and from the short end.
- Finish the whipping by tying the working part and short end together with a reef knot in the middle of the rope and out of sight.



Eye Splice

A simple and effective method of finishing the end of a rope in which a crown knot is made with the strands at the end which are then spliced back into the rope.

Bend the opened end of the rope over to form the required size of eye and lay the strands, one on top of the standing part and one on each side.

Method:

- Open the lay of the rope and tuck the centre strand under the top strand of the standing part and pull it through to the jaw of the unlaying.
- Open the strand of the standing part to the left of the strand already tucked, using the fid, and tuck the left-hand strand through and pull it taut.
- Turn the rope round and enter the fid in the same direction as before into the only unoccupied valley between the two strands. Tuck the last strand. In tucking this strand, care must be taken not to kink it because it has to take a sharp turn.

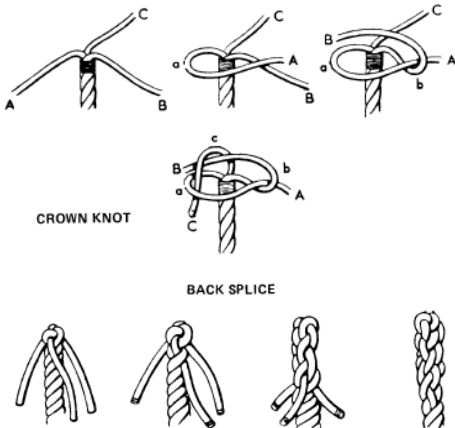
Back Splice

A simple and effective method of finishing the end of a rope in which a crown knot is made with the strands at the end which are then spliced back into the rope.

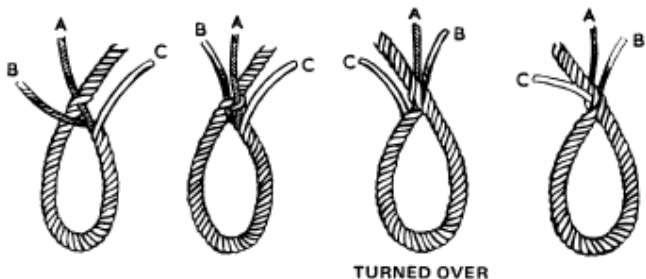
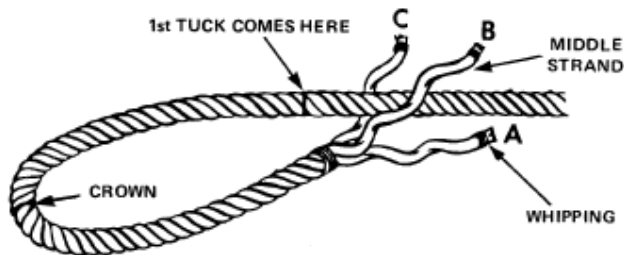
The back splice is used to finish the end of a rope that is not required to rove through a block.

Method:

- Start by forming a CROWN KNOT as shown in figure.
- Pass strand A over B and leaving a loop.
- Strand B is then passed around A and over C.
- Strand C is now passed around B and down through the loop formed by strand A.
- Pull strands down evenly along the standing part.

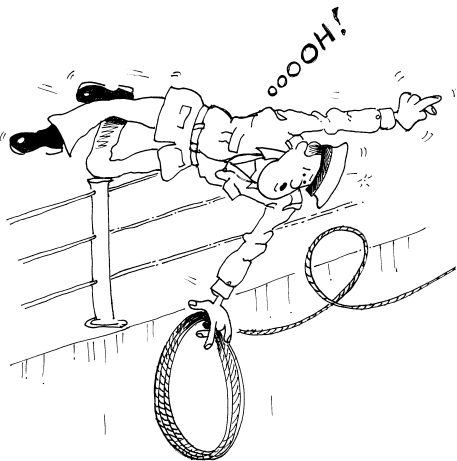


- When all three strands are tucked for the first time, ensure that the jaw of the unlaid end is well down to the standing part and that each strand comes out of a different valley; that is, that all the unlaid strands are separated by a strand of the standing part. Make three tucks with each strand as for the back splice (following).

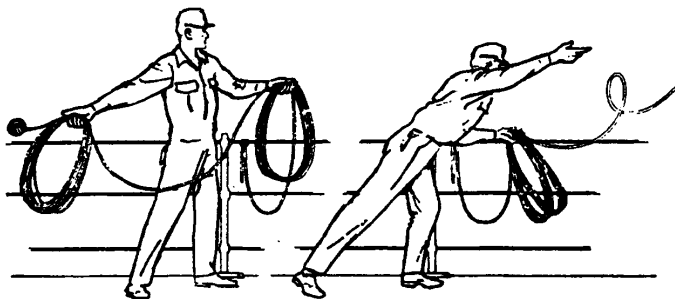


HEAVING LINES

In order to pass a hawser or similar type line ashore, a lighter line that can be worked quickly must first be passed to make contact, and then be used to haul the hawser over. Under normal circumstances, heaving lines are thrown the short distance from the ship to the berthing party waiting on the jetty.



To prepare a heaving line for throwing, it should be wetted and from 22 metres to 24 metres should be coiled carefully in the left (non-throwing) hand, using rather small coils. One-third of the line is taken in the right (throwing) hand; the line is then thrown with the right arm straight, and it must be allowed to run out freely from the coil in the left hand. The most frequent cause of bad casts is failure to have this coil properly clear for running.



If you are fortunate enough to participate in a ship deployment at a SCSTC, on one of HMC ships, Coast Guard or Tall Ship, knowing how to properly berth is a skill that will come in quite handy!

CHAPTER SEVEN

PERFORMANCE OBJECTIVE 407

LEADERSHIP

CHAP

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

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

- the various forms of harassment and abuse;
- the difference between the two;
- what happens if you abuse or harass someone.

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

Discrimination

Being a Sea Cadet means treating everyone with respect. You do not treat someone poorly because they are different from you. It is against the law to subject someone to unwelcome verbal or physical conduct that is related to the ten grounds of discrimination prohibited by law:

- sex
- age
- race
- national or ethnic origin
- colour
- religion
- disability
- marital status
- family status
- conviction for which a pardon was granted

It is everyone's right to be treated with respect and dignity. Those of us in the Cadet Organization are committed to providing model behaviours and speaking out loudly against the exploitation of others. Be proud of being a Sea Cadet and treat everyone as you wish to be treated yourself.

Teamwork

Teamwork is defined as “a group of people who come together under shared leadership, mutual responsibility, and conscious authority, to achieve agreed-on-goals in a mutually effective fashion”. To expand on its meaning, think about the following:

- **Group:** usually consists of three to eight people.
- **Who come together:** who want to work together and participate.
- **Shared Leadership:** no one person is always in charge.

- **Mutual Responsibility:** the whole team is aware of what must be done and by when.
- **Conscious Authority:** the team thinks through how authority is going to be used by individual members and by the team leader. Also the team consciously sets working guidelines for itself.
- **Agreed-On-Goals:** agreement on goals is very important if a team is to fully utilize its energy and distribute its resources. The group may find out about the non-agreement too late to correct the situation.

Mutually Effective: the members have the appropriate skills to accomplish the tasks, or the team develops those skills in members who lack the knowledge to work effectively through training or coaching. The team and individual members must be successful in accomplishing their tasks.

Characteristics of team building techniques include being quick, inexpensive, participative, low-risk, and single focus.

There are 4 activities that a group should perform if it desires to grow itself into a team:

1. Set and reset goals and priorities.
2. Allocate the way work is performed according to team members' roles and responsibilities.
3. Examine the way the team is working. Is communication effective? What kind of decision making is the team engaged in? Is personnel used effectively?
4. Analyze how the group handles agreement and conflict.

Did you know that former Prime Minister John Diefenbaker claimed that he could read 300 pages an hour?

Set an Example

By setting a good example for others to copy the standard of the group will improve. The cadets need a model, some frame of reference to fall back on when they are not sure how to act. To set an example you have to take some form of action. Your actions may be **deliberate** or **unconscious**. Once you have done an action, your cadets will remember it. Once done, an action cannot be erased. The saying “Do as I say and not as I do”, does not apply to leadership. If you ask the cadets in the section to polish their boots then you must do the same.

Deliberate Examples - The leader can take deliberate action designed to set an example for the group. When you do this, you are, in effect, teaching them.

- Pointing out a demonstration.
- Drawing the cadet’s attention to a job well done.
- Pointing out a cadet’s neat uniform.

Never embarrass or humiliate a cadet by using something they have done as “a poor example” or an example of “how not to do something”. Deliberate examples can also be set without drawing the cadets’ attention to it. This is often better since it shows sincerity and honesty but avoids “showing off” in leadership.

- Deliberately shine your shoes, press your uniforms in your cadets’ presence. A good example of neatness and cleanliness.
- Show up with a clean uniform and a cheerful attitude.
- Always be punctual.

Unconscious examples - These examples can be dangerous. Unconscious examples will undo much of your conscious training and efforts.

- Show/tell your division how to iron their uniforms, then show up with unpressed kit.
- Teach your cadets about the benefits of a positive attitude then react negatively when asked to help.

Be sure not to ask a cadet to do a task that you would not do yourself. If it is that difficult a task, roll up your sleeves and help get the cadets started.

- If the leader expects cadets to stand at attention when speaking to him or her, then the leader should be standing at attention when speaking to cadets.

If you are doing your best to be a good citizen, Sea Cadet and leader, you need not worry about undoing your own teaching because of unconscious examples.



Conclusion

Being a good citizen means putting the needs of others before your own needs. It takes a selfless person to willingly give up their time and effort in order to make a difference. Remember the positive impact that your contributions have on the lives of others, whether it be helping those less fortunate or volunteering in the community. Your help is much needed and greatly appreciated, which should leave you feeling really good about your accomplishments. Keep up the good work!

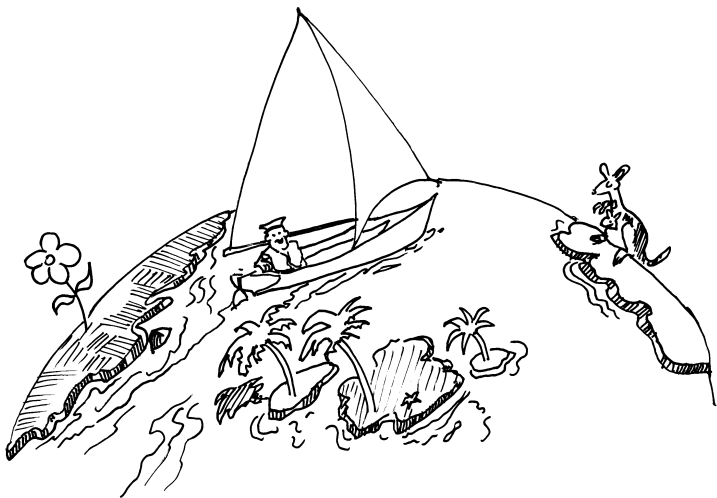
CHAPTER NINE

PERFORMANCE OBJECTIVE 409

OUTDOOR ADVENTURE TRAINING

Nothing tops the chance to experience the wonders of the great outdoors. There are many different adventures awaiting you and the only limit to the fun is your imagination. No two weekends are the same. Outdoor Adventure Training provides unique and diverse opportunities that will give you memories to last a lifetime. Experience life to the fullest!

The Sea Cadet organization is pro-active in protecting the environment. All the training you do is assessed to ensure that human impact is kept to a minimum. Treat the outdoors with respect and leave it in better shape than you found it. It is our responsibility to take care of our planet so that future generations will continue to enjoy the great outdoors like we do today.



In Phase I, you learned about these basics of outdoor adventure training:

- camp routine including the importance of Standard Operating Procedures (SOP's)
- personal clothing and equipment
- personal hygiene
- survival kits
- environmental concerns
- how to pitch a tent
- backpacks

Refresh your memory, if you have to, as these basics remain an important element of outdoor adventure training.

Camp Routine

Remember that rules and regulations are in effect to protect the health and safety of everyone on the weekend. Even if you are familiar with camp routine, it is good practice to review the orders for the weekend. They will probably include:

- Safety orders
 1. areas out of bounds
 2. proper use and care of equipment
 3. what to do and what will be done in the event of an emergency
 4. water safety
- fire orders
- use only the latrine at all times
- respect the curfew
- eat regular meals

Never assume that you know the orders for the weekend. Pay attention during briefings as this knowledge in the field can mean the difference between a safe exercise and a dangerous situation.



Suitable Drinking Water

The best way to ensure fresh drinking water in the field is to bring it with you. Because this is not always possible, it is important to know where you can find water and how you can make it safe.

Rain water is the safest water next to bringing it into the field with you. It can be collected on a plastic sheet and then run off into a container.

Stream water can be boiled for eight minutes in order to kill any harmful bacteria. Boiling water can leave the taste flat but by pouring the water from one container to another, you can re-oxygenate it.

Drinking water is vital for survival in the field. Without it, you risk eventual death. Our bodies can survive without many things, but water is a necessity of life.

Building a Fire

Fire is one of the basic survival requirements. It is used for:

- providing warmth and comfort;
- cooking food;
- drying clothes;
- keeping potentially dangerous animals away;
- providing relief from insects;
- signaling your position to parties searching for you;
- providing a great psychological lift to a person in a survival situation.

If you have access to a barbeque, use it. If you need to build a fire, keep in mind these considerations:

- A small fire is best for producing heat. A large fire only wastes fuel and can easily get out of control.
- When choosing the fire site, select an open space at least three meters away from brush and trees.
- If possible, use existing fire pits.
- Clear a three-metre grassy area, remove the sod and place it to one side.
- Dig to mineral soil or rock depth.
- When breaking camp, replace the turf and soil.
- If the ground is wet, build the fire on a platform of sticks or the bark of dead trees.

If you have access to pre-cut wood or can haul it in, do so. Try to find a spot that is set up already. Use only dead fall for firewood. Do not collect bark unless the tree is dead and fallen on the ground. Some types of firewood are as follows:

- **Tinder** - a flammable material that will flare up when touched with a burning match. Some examples would be bark, weed tops from goldenrod, aster, milkweed or cat-tail, and certain types of mosses and of course paper.
- **Kindling** - thin branches of split wood that are still small enough to light from the tinder and then light the bigger fuel. Usually pencil thin works best.
- **Fuel** - the long-burning material for doing the real job of providing heat and light. This can range from thumb-thick branches for cooking a simple meal to heavy logs for keeping a fire going throughout a long night.

If everything else is wet, split open a fairly thick dead log, and probably the centre will be quite dry. Cut the centre part into small sticks and fuzz them up, leaving the long shavings still attached.

Now you are ready to lay the fire. There are different methods to getting your fire started, but we are going to use the Tepee method:

- Have a shovel and/or pail of water nearby before lighting the fire, just in case.
- Place a large handful of tinder on the ground.
- Push a stick into the ground on a slant over the tinder.
- Lean a circle of kindling sticks across the standing stick with their tips together and with an opening towards the wind.
- Crouch down in front of the tepee with your back to the wind.
- Strike a match, let it burn into a real flame, and touch it to the tinder close to the ground.

- Let the kindling get a good start, feed the fire with thin pieces of wood and gradually with thicker pieces.
- Continue feeding until the fire has reached the size you want.



When you are ready to extinguish the fire, allow it to burn to a white ash.

Did you know that the Sioux word for tepee is tipi? It is a home or dwelling, and a place of comfort.

With water:

- Sprinkle the water over the remains of the fire.
- Spread out ashes.
- Sprinkle the remains of the fire with water again.
- Do not leave until coals are cool enough to put your hands on.

Without water:

- Spread out ashes.
- Scrape the burning embers from the large pieces of wood and sticks.
- Cover the embers with dirt.
- Check and be sure the fire is completely out and cool enough to put your hands on.
- Replace the dirt and turf.

Safety points:

- Pick a safe spot for the fire.
- Never leave the fire unattended.
- Do not start a fire when a strong wind is blowing.
- Keep the fire small. No more than one meter in diameter and knee high at any time.

Environmental considerations:

- Eliminate fire scars where possible.
- Remove evidence of fire after use.
- Retrieve nonburnables such as foil, tin cans, plastics, and glass to carry out.

Waste Disposal

Nowadays, we try to limit the waste we produce in our homes and how it impacts on the environment. This is just as important in the field. The different types of waste must be disposed of properly as follows:

- Burn the inside out of **tin cans** so as not to attract animals. Squash them and hike them out until finding a garbage can or recycling bin.
- **Glass bottles** can be washed out to avoid attracting insects and then hiked out.
- **Food scraps** should never be left around the campsite as they attract animals. Food scraps should be put into a garbage bag, sealed tight and hiked out.
- **Dishwater** used to wash dishes can be poured over the land away from sources of water and the campsite.
- **Paper or dry garbage** can be burned or put in a garbage bag and hiked out.
- **Never bury garbage** because wild animals will come along and dig it up again.
- Encourage cadets to reduce the potential for waste in the field by using **reusable containers** where possible instead of packaging.

Remember that we want to be “low-impact campers”.

Did you know that “Winnie the Pooh” is named for Winnipeg, Manitoba? His owner, Captain Harry Colebourn, took him overseas to England and left his cub at the London Zoo when he went into battle. Visitors to the zoo included A.A. Milne and his son Christopher, who later used the bear’s name in his famous books.

Survival Shelters

It is important to build a shelter for the following reasons:

- It provides protection from weather conditions (snow, rain, heat, cold).
- It protects from insects and animals.
- It can provide rest and as a result increased morale in a survival situation.

If found in an unexpected situation where a shelter may be required, some shelters can be built with no other materials required.

A shelter can be the difference between making it through a sudden rainstorm/snowstorm or suffering from hypothermia in an unprotected environment.

Types - Various types of survival shelters.

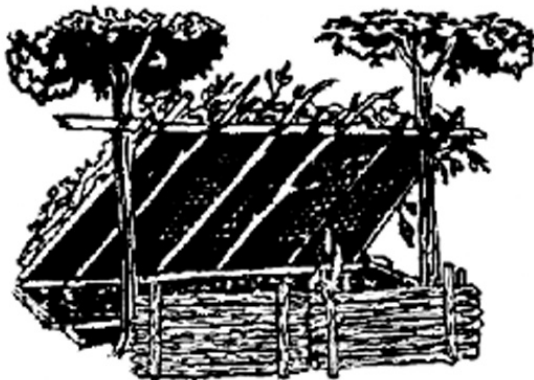
- Tarpaulin or poncho tent
- Lean-to
- Large tree root structure

Type of Shelter	Required Materials	Characteristics	Pros/Cons
Poncho/ Tarpaulin	<ul style="list-style-type: none">• Poncho or tarp• Small diameter line such as binder twine• Small knife	<ul style="list-style-type: none">• Attach line between two trees and lay tarp over top• Attach four corners to ground with rocks or sticks/pegs• Variations: use as lean to• Increase protection by adding fallen branches, brush, leaves etc• Set up perpendicular to wind direction	<ul style="list-style-type: none">• Quick• Easy• Minimum of materials• Many variations possible depending on surroundings



Lean-to

- Small diameter line such as twine
- Small logs and/or large sticks
- Deadfall brush and leaves/moss
- Small knife
- Roof built to 45° to prevent water penetration
- Requires horizontal and vertical supports either natural or man-made
- See diagram below
- Height should be minimal to prevent heat loss
- Requires large amount of natural materials which may not be available
- Requires knot tying skill
- Requires significant amount of line
- Takes time to build



Large Tree Root Structure

- Large fallen tree.
- Sticks and fallen branches to increase wind break.
- Preferably at right angle to wind.
- Use the base of a large fallen tree as one wall.
- Build a wind break in lean-to form to create complete shelter.
- Makes use of natural surroundings but must be in a place where trees available.
- Relatively quick
- Relatively easy.
- No other materials absolutely required.



Locations for Shelters

Where to build:

- Elevated and well drained
- Sheltered from wind (use natural windbreaks whenever possible)
- Near water
- Away from ant hills and bee/hornet nests
- Avoid building in the densest part of the forest (lack of light and more likely to be wet)
- Avoid dry gullies in case of flash flood
- Avoid pebbly ground
- Avoid areas of strong wind such as entrance to a valley
- Avoid caves and natural dens as they could be occupied



ALL THE COMPONENTS OF AN IDEAL CAMPSITE ARE PRESENT IN THE DRAWING.
NOTE THE WINDBREAK, DRAINAGE AND PROXIMITY OF DRINKING WATER, WOOD

Conclusion

Each time you go into the field, whether it be in the bush, on a boat, or in the mountains, you will be faced with unique and challenging experiences. Make the most of these moments, treat the environment with respect, and continue to educate yourself about the ever-changing wonders of the great outdoors. There's no life like it!



SAFETY SENSE

- Follow **safety firing orders**.
- **Drink safe** drinking water.
- **Tend to fires** safely.
- **Dispose of waste** properly.
- Practice good **personal hygiene**.
- Wear **protective clothing** and footwear.

Test your Outdoor Adventure Training knowledge by answering the following questions:

1. List the three types of water you can drink in the field:

A. _____

B. _____

C. _____

2. Fill in the blanks in the following statements:

A. A flammable material that will flare up when touched with a burning match is _____.

B. Thin branches of split wood that are still small enough to light from tinder and then light the bigger fuel are known as _____.

C. The long burning material for doing the real job of providing heat and light is known as _____.

3. Answer true or false to the following statements:

A. The inside of tin cans should be burnt out to prevent attracting animals.

True False

B. Bury your garbage to prevent attracting animals.

True False

C. Paper or dry garbage can be burned or put in a garbage bag and hiked out.

True False

D. Dishwater used to wash dishes can be poured over the land away from sources of water and the campsite.

True False

CHAPTER TEN

PERFORMANCE OBJECTIVE 410

PHYSICAL FITNESS

As one of the goals of Sea Cadets, physical fitness remains an important and vital part of the program. The aim is to encourage a healthy and active lifestyle, not to produce Olympic class athletes.

When participating in corps fitness activities, proper dress is essential in order to allow freedom for vigorous movement, as well as promoting good attitudes and hygiene. The following standard is encouraged:

- Running shoes should be worn at all times. Stocking feet will not be permitted for safety reasons.
- Remove jewelry, belts and watches.
- Long hair should also be tied back for safety reasons.

Did you know that the first Canadian woman to win a world championship was Lela Brooks? She was a Toronto-born speed skater who won a world title in 1926 at Saint John, Newfoundland.

Your Physical Fitness Level

As in Phase I, you should assess your physical fitness level by measuring your ability to do the following:

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

Remember that this assessment is intended only to give you a starting point in your fitness program, not to measure your performance against any standards. The program focuses on individual progress and is intended to help you design your own personal program, suited to your specific goals and needs.

PHYSICAL FITNESS ASSESSMENT FORM

Name:

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

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

Do you feel you lead an active lifestyle?

Benefits of Physical Fitness

By now you will have probably participated in the program for an entire year. What kind of change have you noticed in your fitness level? Has this program been beneficial? Have you experienced any problems?

Active Living means . . .

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

Have you incorporated these attitudes as part of your lifestyle? It is important that your program is one that you want to participate in. Don't design a program that your friends like, or that you think you should be doing, design a program that you want to do. A "fit" individual is not a certain weight, muscle size, or sex. They are simply someone who participates in an active lifestyle and likes it!



The benefits of being *physically active* include:

- a positive use of free time - FUN!
- makes you feel better
- increased independence, especially for people with disabilities and older adults
- increased opportunities for socializing
- increased opportunities to learn new activities
- stronger and more flexible muscles
- increased energy
- improved posture
- sounder sleep
- stress reduction

- improved balance/coordination
- improved digestion
- maintenance or improvement of body weight and composition
- more efficient heart and increased lung capacity
- improved academic performance

Perhaps there are some benefits to being physically inactive. Consider the following:

- hair and make-up don't become untidy
- no shower necessary because you're not sweaty
- no activity clothes to wash
- more time to do nothing

When you think about it, the benefits of physical activity far outweigh the benefits of physical inactivity. It should be an easy decision to live an active and full lifestyle.

Keep in mind that there can be problems associated with physical activity and problems associated with physical inactivity.

The problems associated with physical activity include:

- Too much of any one activity could cause an overuse injury to the muscles or bones involved e.g. shin splints may occur in people who constantly run and/or jump on hard surfaces.
- Contact sports expose participants to the possibility of impact injuries e.g. twisted knee in football.
- A person who is compulsively active and does not eat properly could have trouble maintaining a healthy body weight (i.e. they may become too slender).

The problems associated with physical inactivity include:

- Having more difficulty achieving or maintaining an appropriate body weight.
- Getting “puffed out” more easily.
- Feeling too weak to do things you’d like to do.
- Injuries due to inflexible muscles.
- No energy to do anything.
- Boredom.

Recognizing the problems that come with physical activity and inactivity is part of the education process. It is important to have all the facts before you set up a fitness program to suit your needs.

Personal Fitness Goals

As in Phase I, you are required to set your own goals once again in Phase II. Be honest in setting personal goals. There is no pass/fail standard and your goals can be changed as needed to accurately reflect your expectations.

Ask yourself the following when setting goals:

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

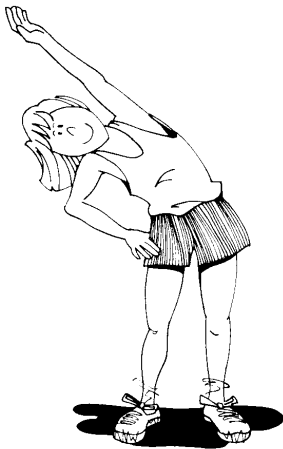
These goals may be similar from the ones you set in Phase I or quite different. What is important is that they accurately reflect what you want to do.

Physical Activity Program

You can now set up your own Personal Activity Program. Decide which activities you will do each day of the week. Your corps will help you to set up your program but it is up to you to complete an activity each day. Choose any activity or a combination of activities that appeal to you.

Did you know that hockey is the most popular sport in Canada? Prior to the 1870's, the British influenced cricket was the game of choice.

Once you have started your own personal activity program, it is your responsibility to participate on a daily basis. Your corps will have some fitness activities planned, but the day-to-day activities are on your initiative. Some of you will have had good results already from Phase I, and some of you will be setting up a program for the first time. Select activities that maximize your participation and emphasize the attributes of the performance, which is to encourage an active lifestyle. Therefore, the more enjoyable the experience, the more likely your participation.



Finally, to measure your progress in the program, complete the Physical Fitness Assessment Form once again and compare the results. Remember that this is not an end point, but only an assessment of your progress. Be proud of your accomplishments!

Conclusion

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

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

The program contributes to individual well being, not just through the ‘experience of the moment’ but through the knowledge, skills, level of fitness, and feelings of self-esteem that develop over time.

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

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

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

3. What will have to change is . . .

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

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

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

6. Set up your own Personal Activity Program below:

DAY	PHYSICAL ACTIVITY
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

CHAPTER ELEVEN

PERFORMANCE OBJECTIVE 411

CANADIAN CITIZENSHIP

Canada is a vast and beautiful country that is connected from sea to sea by thousands of communities, from rural hamlets to metropolitan cities. Each one contributes to our identity as a nation through its unique character, history, and sense of belonging. As good Canadian citizens, we want to recognize this diversity and use it to our advantage, by promoting Canada as a bilingual and multicultural country.

Did you know that the word “Canada” is taken from the Huron-Iroquois word “Kanata”? It is the term used for a village or community.

Community Service

Citizenship remains an important and integral part of Sea Cadet training. As you recall from Phase I, one of the aims of our program is to “develop in youth the attributes of good citizenship and leadership”. This is acquired by willingly contributing your time and effort to needy organizations in your community. Helping those less fortunate can leave you with a tremendous sense of accomplishment and self-satisfaction.



Phase II citizenship training requires you to complete four hours of activity that directly benefits the community by either:

- Providing a service to the community;
- Promoting attributes of good citizenship.

Different service groups can be found in the Yellow Pages of the phone book. These groups provide the following benefits:

- Helping those less fortunate;
- Training funds for research;
- Medical treatment.

Don't forget that these services cannot be provided without the help of volunteers from the community, like Sea Cadets.

Test your understanding of citizenship by answering the following questions:

1. I feel that a good citizen has the following attributes:

2. I have participated in the following activities, both at Sea Cadets and on my own:

3. I can help out more by getting involved in the following activities:

Cadet Records

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

Awards And Achievements

Awards	Date Received
--------	---------------

Date of promotion

From _____ **to** _____

Phase Training Officer's signature:

Cadet Progress Card

Name: _____

PHASE II TRAINING	
PERFORMANCE OBJECTIVE	PERFORMANCE CHECK COMPLETION DATE
PO 401 Serve within a Sea Cadet Corps	
PO 402 Drill	
PO 403 Small Arms	
PO 404 Sailing	
PO 405 Naval Knowledge	
PO 406 Seamanship	
PO 407 Leadership	
PO 409 Outdoor Adventure Training	
PO 410 Physical Fitness	
PO 411 Canadian Citizenship	
Mandatory Support Sail Weekend	
Mandatory Support Marksmanship Weekend	
Mandatory Support OAT Weekend	
Mandatory Support CO's Weekend	
CHAP Training	

RIGHTS AND RESPONSIBILITIES OF CADETS

RIGHTS

As a cadet I have the right to:

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

RESPONSIBILITIES

As a cadet I have the responsibility to:

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

KIDS HELP LINE 1-800-668-6868
DND CF HARASSMENT HELP LINE 1-800-290-1019



www.cadets.dnd.ca

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