



LC Cadet Workbook

CADET NAME: _____

DIVISION: _____

INSTRUCTOR: _____



The History of #21 NLCC Captain Jackson

On the 1st of January 1950, Calgary was issued Charter #21 authorizing the formation of a Navy League Cadet Corps for boys between the ages of 10-13. A name had not been chosen for the corps; it was only known as NLCC #21.

Captain (N) Reginald Jackson, OBE, VRD, RNVR, a past Commanding Officer of HMCS Tecumseh, was the greatest supporter of the Corps, a past President of the Navy League of Canada Southern Alberta Division and President of the Naval Officer Association of Canada. In 1955 the Navy League of Canada approved the name of NLCC Captain Jackson in honor of Captain (N) Reginald Jackson and the many years of support that he provided to the youth of Canada.

In 1978 Captain (N) Reginald Jackson passed away, but certainly his enthusiasm for the Navy and its traditions lives on through the cadets of this corps.

In 1985 Navy League Wrennette Corp Jenny Wren a navy League Corps for girls between the ages of 10-13 which was our Sister Corps that paraded along side Captain Jackson was disbanded and all of the Cadets and Officers were amalgamated into NLCC Captain Jackson. In 1985 our first female Commanding Officer, LCdr (NL) Susan Stewart- Price took Command of NLCC Captain Jackson after being the Commanding Officer of NLWC Jenny Wren for a short period of time before the disbanded.

After NLWC Jenny Wren amalgamated with Captain Jackson a few of the officers from the Corps branched off and formed #166 NLCC John A Hamilton.

One of the former Captain Jackson Officers that spearheaded the formation of John A Hamilton was LCdr (NL) Holger Storm, who was with NLCC Captain Jackson and NLWC Jenny Wren continuously since 1973 and gave hundreds of hours of his own time both Captain Jackson and John A Hamilton. In the summer of 2017, the Navy League of Canada named the Navy League Corps that had just started after LCdr (NL) Holger Storm.



MEMBERS OF MY CORPS

Name of Corps: _____

Commanding Officer: _____

Executive Officer: _____

Training Officer: _____

Supply Officer: _____

Administration Officer: _____

My Division: _____

My Divisional Officer: _____

My Divisional Petty Officer: _____

CTS 01 - Corps Organization and Ship's Routine

Marks of Respect

As a Cadet, you are required to show respect for all Cadets and Officers. Below are some regulations to remember when addressing or being addressed by Senior ranked Cadets and Officers and some basic rules to govern your behaviour on the base.

1) When to salute

The rules governing saluting by cadets are:

- a) Cadets will salute all commissioned/Warranted Officers.
- b) When a cadet addresses or is addressed by a Commissioned/Warranted Officer, the Cadet will salute; the cadet will salute again when the conversation has ended.
- c) Cadets will only salute when wearing headdress (NO CAP=NO SALUTE)
- d) Cadets DO NOT salute other Cadets
- e) Cadets DO NOT salute while fallen in a Division

2) Canadian National Anthem/Foreign National Anthems

- a) An Officer in uniform and wearing head-dress will come to attention and salute
- b) With head-dress removed, in a theater, all ranks will stand at attention
- c) On parade, Commissioned/Warranted Officers will Salute, Cadets will stand at attention
- d) **In civilian clothes, all ranks remove headdress and stand at attention.**

3) Entering/Exiting an Office or Classroom

- a) Knock on the door and come to attention
- b) Remove Headdress
- c) Remain at attention until/unless told to otherwise
- d) You need to ask permission to enter or leave an office or classroom
- e) When the business is complete, come to attention, make the appropriate turn in the direction of the doorway and march out.

4) Saluting the Quarterdeck/Brow of Tecumseh

Upon entrance to Tecumseh main building entrance Cadets and Officers MUST come to attention inside the door and salute.

5) Colors

While passing the Colours, Cadets will check arms to the position of attention, while continuing to march, if wearing a head-dress, Must salute.

6) Addressing an Officer

Cadets will address an officer by his/her rank followed by the officer's surname. Eg. 'Lieutenant Brown'. In speaking with an officer, use the expression "Sir or Ma'am and not the rank and surname. When referring to an officer by the position he/she holds, use the full title. Eg. The Commanding Officer.

When Cadets are passing an Officer, they must come to attention while marching and salute. However there is no saluting in the Annex Building or outside of the Quarterdeck.

7) Addressing A Senior Cadet

Cadet will come to attention when addressing or being addressed by a Senior Cadet. They DO NOT salute.

8) While fallen in a Division

Cadets WILL NOT salute when fallen in a division. If being addressed by an Officer the Cadet will instead come to attention and respond "sir" or "ma'am". The same applies while addressing or being addressed by Senior Cadets. However instead of "sir" or "ma'am" the response is Cadets Rank. Eg. "P.O"

History of Saluting

We usually think of a compliment as a pleasing comment. In the military, Compliments are somewhat similar. The reason for paying compliments is in one word respect. A salute between an Officer and a non-commissioned member is a sign of mutual trust and respect. It is a privilege granted to member of the service to use this form of greeting. For the same reason, the Navy League of Canada follows this custom.

Military saluting has an interesting history. It dates back several hundred years to the days when fighting men wore armour and citizens often had to defend themselves if they lived outside the safety of a walled castle. Therefore as a knight rode through the forest, he rode with his hand near his sword. When he met someone he recognized as a friend, he raised his empty hand to show he was not challenging the person. This action was a sign of trust and respect. Military saluting may have started this way.

As time went on, the uniforms of fighting changed. They no longer wore armour. They raising of the hand alone changed to the raising of the hat. (This is still the custom when a gentleman meets a lady. Our present salute developed from this raising of the hat).

<u>O' Canada</u> Our home and native land! True Patriot love in all of us command. With glowing hearts we see thee rise, The True North strong and free! From far and wide, O' Canada, we stand on guard for thee. God keep our land, glorious and free! O' Canada, we stand on guard for thee. O' Canada, we stand on guard for thee.	<u>God Save The King</u> God Save our gracious King, Long live our Noble King, God Save the King Send her victorious, Happy and glorious, Long to reign over us, God save the King.
<u>Cadet Promise</u> I Solemnly Promise to honour the King and so conduct myself as to be a credit to my country, and my corps; to abide by the Regulations of the Navy League of Canada, attend drills regularly , take proper care of of any uniforms and equipment entrusted to me, and assist and support the Navy League of Canada to the best of my ability.	<u>Heart of Oak</u> Come, cheer up, my lads, 'tis to glory we steer, To add something new to this wonderful year; To honour we call you, as freemen not slaves, For who are so free as the sons of the waves? Heart of Oak are our ships, Jolly Tars are our men, We always are ready: Steady, boys, Steady! We'll fight and we'll conquer again and again. We ne'er see our foes but we wish them to stay, They never see us but they wish us away; If they run, why we follow, and run them ashore, For if they won't fight us, what can we do more? Heart of Oak are our ships, Jolly Tars are our men, We always are ready: Steady, boys, Steady! We'll fight and we'll conquer again and again.(x2)
<u>Naval Prayer</u> O Eternal Lord God, who alone spreadest out the heavens, and the rulest the raging of the sea; who has encompassed the waters with bounds until day and night comes to an end; be pleased to receive into Thy almighty and most Gracious protection, the persons of us Thy servants, and the fleet in which we serve. Preserve us from the dangers of the sea, and the violence of the enemy; That we may be a safeguard unto our most Sovereign Lord King Charles, and a security for such as pass on the seas upon their lawful occasions; that the inhabitants of our Commonwealth may in peace and quietness serve Thee our God; and that we may return to safety to enjoy the blessing of the land, with the fruits of our labours; and with a thankful remembrance of Thy mercies to praise and glorify Thy Holy Name. AMEN.	

CTS 1.1.3 - Training Night Routine 1.3

Welcome to N.L.C.C. Captain Jackson (Navy League Cadet Corps). You are now a part of a nationwide youth organization with over 75 years of rich history. Our goals are to instill a sense of pride, confidence, patriotism, and responsibility in each Cadet. The Navy League of Canada has a long and solid reputation for providing new and interesting opportunities that are not available to many other similar groups.

You will find that you get as much out of this program as you put into it. We have offered a variety of programs and options from a survival course to scuba classes. Often the option courses are based on what is available to us, which means that they can change from year to year. It is up to you to decide which overall direction you would like to take.

As you complete your New Entry course, you will learn that the corps is a very structured organization. As we parade at H.M.C.S. Tecumseh (Her Majesty's Canadian Ship) we are expected to uphold certain expectations. Although we have many exciting exercises planned for the training year, you need to realize that work will be involved. In order to pass a course, you will be required to pay attention in class, and participate in activities.

Officers understand that you are new, and may have questions regarding procedures, instructions, or many other topics. You will find that if you simply ask a question, an Officer will either help you by providing an answer, or informing you who the proper person to ask is.

Once again, welcome aboard. We hope that your Navy League experience will be a positive one, and if you have any questions or concerns, please speak to your Divisional Officer

N.L.C.C. Captain Jackson Responsibility Starts Here

IMPORTANT TIMES

<u>6:20 p.m.</u>	Cadets on board	Note: Cadets are NOT to arrive any earlier than 6:15 p.m. unsupervised. Cadets are to be picked up at 9:00 p.m. Duty Divisions are assigned on a rotational basis and are required to stay until 9:15 p.m. Duty Divisions are listed on Routine Orders
<u>6:25 p.m.</u>	Cadets on deck for colours	
<u>7:10 p.m.</u>	Cadets to class	
<u>8:40 p.m.</u>	Cadets on deck for evening quarters	
<u>9:00 p.m.</u>	Ship's Company is dismissed	
<u>9:15 p.m.</u>	Duty Division is dismissed	

CTS 02.1.1 Uniform Parts

CTS 02.1.2 Uniform Maintenance and Wearing Instructions

Uniform Parts & Required Wear

a) Navy League Cadets, either male or female, shall wear uniforms consisting of:

i. Cap - White, naval pattern; or, if appropriate Turban – White, navy league pattern or Hijab – White, navy league pattern.

ii. Ball Cap - For activities that may cause damage to the white cap, an approved Navy League Cadet Ball Cap may be worn. All cadets present for any activity must wear the same head dress. Ball Caps to meet Navy League specifications as outlined under optional wear.

iii. Cap Ribbon - "Navy League Cadets" or Corps name, as per approved pattern.

iv. Shirt – Postman blue, long sleeved, Navy League pattern.

v. Insignia - Shoulder flashes - "Navy League Cadets".

vi. Rank Epaulette - Navy League pattern. The epaulette may be used in place of the rank badges to maintain the NL Cadet Shirt.

vii. Other Badge (Trade, skill, award, etc.)

viii. Lanyard - White, naval pattern.

ix. Trousers - Black, Navy League pattern.

x. Belt - White, Navy League pattern.

xi. Gaitors – White, to be worn by Coxswain, Regulating PO, Chief Boatswain Mate, QuarterMaster and Company Gunners only if a Corps has those positions.

xii. Boots - Military style, black.

xiii. Socks - Plain black.



UNIFORM MAINTENANCE INSTRUCTIONS

CAP - Your cap should be cleaned with a soft brush, warm or hot water and detergent such as Ajax, Comet or dish soap. Liquid shoe polish should not be used as it runs when it rains. After your cap is clean it should be placed in a bag and stored where it won't get crushed. The top of a closet is a good place.

Note: Your shirt and trousers should be washed in warm or cold water and can be washed with all dark clothes when a laundry is done. They can be machine dried and then both need to be pressed.

TROUSERS - Turn inside out and press with a damp lint-free cloth over the seams. **DO NOT** put a crease down the front of your trousers. In most cases each side must be done separately, as the seams at the sides do not usually line up. When finished leave them inside out and place on a pant hanger or a hanger that will not leave a crease through the middle.

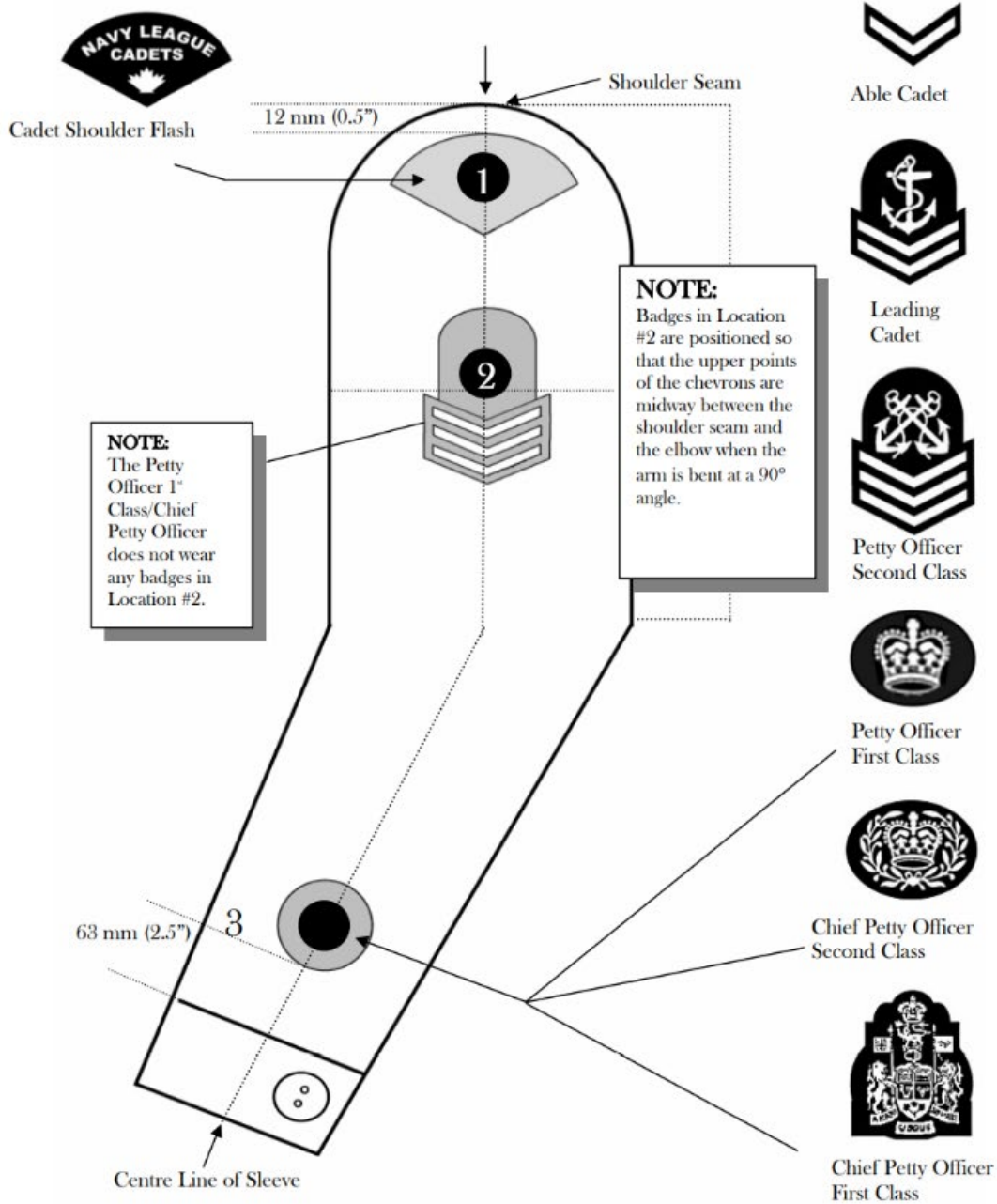
SHIRT - If you iron your shirt on a high temperature inside out (all except the sleeves) it will come out nicely. For the sleeves, place them on the ironing board with the seam to one side. Iron each sleeve flat and ensure that **there are no creases**. The sleeve will have to be rolled on the board in order to ensure that the entire sleeve has been pressed. Make sure no threads (Irish pennants) are sticking out. If so, clip them off with a pair of scissors. Press your collar, epaulettes, and cuffs.

WEB BELT - Remove the buckles and wash in hot soapy water. If the belt is extremely dirty, (it shouldn't be if it is being cleaned regularly) you may wash it using bleach. **Ask an adult to help you.**

LANYARD - Made of cotton, it is machine washable **DO NOT DRY IT IN A DRYER**. To dry, place some tape on a nail somewhere so rust will not get on the lanyard and then tie a shoe to the other end for weight. If it is done this way it will look new for years. It is worn around your neck, through the epaulets with the knot at the second button, looped at the fourth button and the remainder tucked neatly in the left breast pocket.

BOOTS - Place a **LIGHT** coat of black shoe polish (Kiwi works best) on the boots let it dry for 15 to 20 minutes, then using cold-water rub in small circles until a shine can be seen. When finished the boots can be buffed with an old nylon. Do not use a shoe brush, it works fine for normal shoes, however, it is next to impossible to get a high gloss shine using a brush. Your boots should be polished after every time you wear them. When finished put them in a place where they will not get scuffed.

LEFT SLEEVE



RIGHT SLEEVE

Centre Line of Sleeve

Shoulder Seam



Cadet Shoulder Flash



Regulation Badge



Communicator Badge



Bandsman Badge



Gunnery Badge



Boatswain Badge

NOTE:
Badges worn in location #5 are Trade/Appointment only. The badge should be positioned so that the centre of the badge is midway between the shoulder seam and the elbow when the arm is bent at a 90° angle.

NOTE:
Badge Location #6 to be used ONLY if #7 is used.

NOTE:
Badges worn in location #8 are skill badges only. Positioned so that two badges may be placed on the outside of the sleeve, bottom touching the upper edge of the cuff. The centre line of the sleeve should split the badges with ½ cm space to each side.



Navy League First Aid Badge



First Aid Badge (other)



Marksman Badge



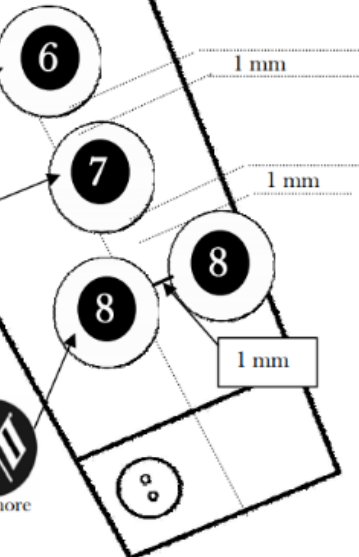
Boatwork Badge



Sailing Badge



Semaphore Badge





Use a pencil to match the name of the badge with its picture



Regulator Badge



Communicator Badge



Bandsman Badge



Gunnery Badge



Boatswain Badge



Marksman Badge



Boatwork Badge



Cadet Merit Badge



Navy League First Aid Badge



Sailing Badge



Semaphore Badge

CTS 02 - Wearing and Maintenance of Uniform

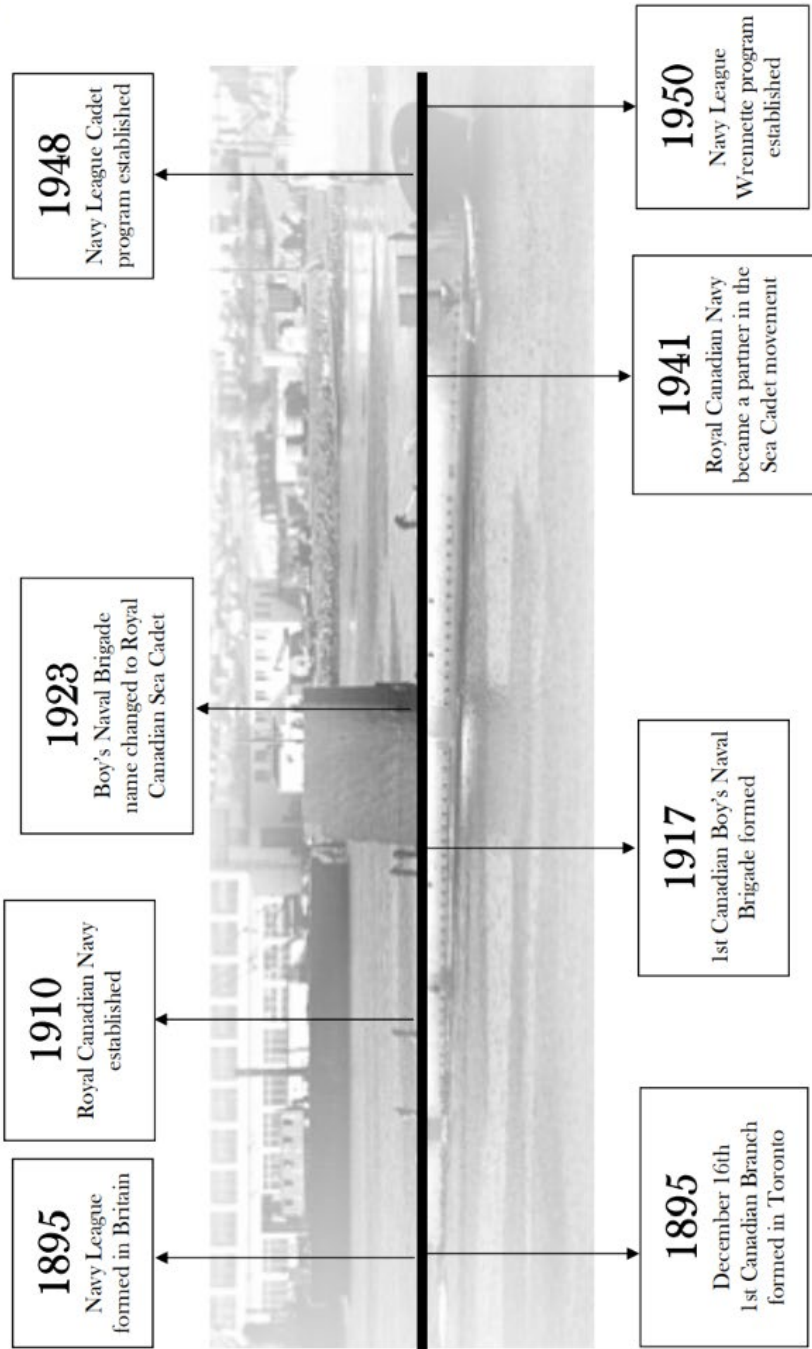
CADET BADGES – ARM BRASSARD

This is an optional piece of the uniform in order to maintain the NL Cadet Shirt.



CTS 03.1.1 History of the Navy League

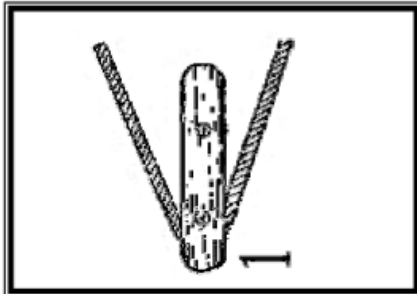
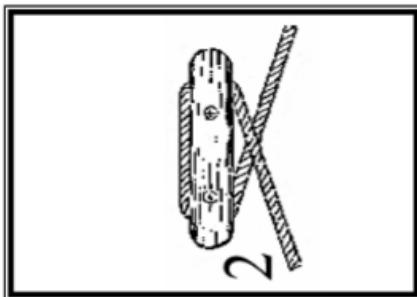
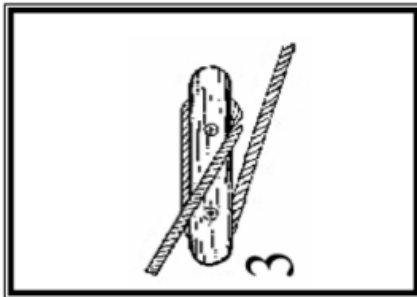
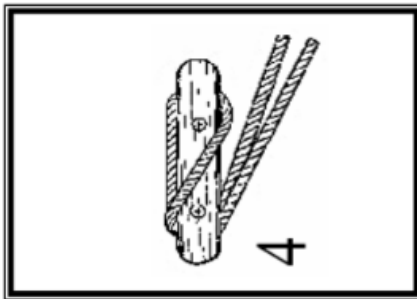
History of the Navy League



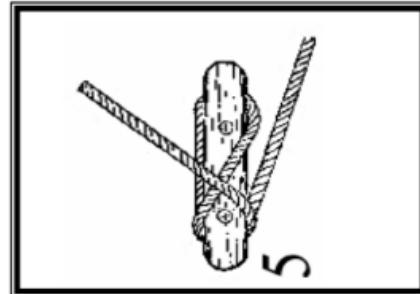
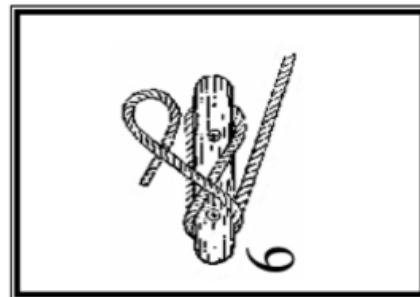
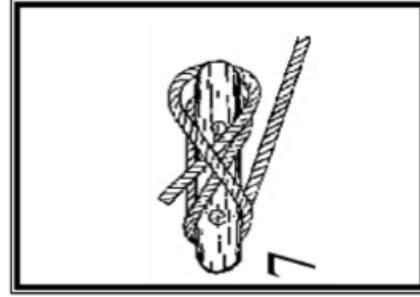
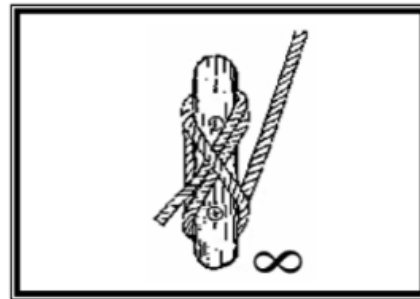


OBJECTIVES OF NAVY LEAGUE CADETS

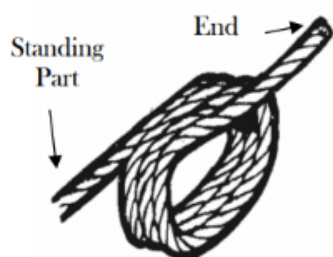
Objective #1	To instill in NL Cadets a sense of loyalty and commitment to Canada and to their community
Objective #2	To instill in NL Cadets a sense of commitment to their Corps and of loyalty and respect for their Officers and instructors
Objective #3	To help NL Cadets learn self-discipline and self-respect
Objective #4	To instill in NL Cadets a sense of initiative and self-reliance
Objective #5	To develop teamwork among cadets and encourage them to help others
Objective #6	To encourage NL Cadets to learn about the sea and ships
Objective #7	To give NL Cadets first aid training
Objective #8	To create a healthy environment where NL Cadets can have fun
Objective #9	To inform Cadets about the Canadian Cadet Movement



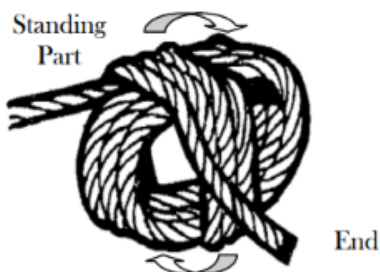
The Cleat Hitch



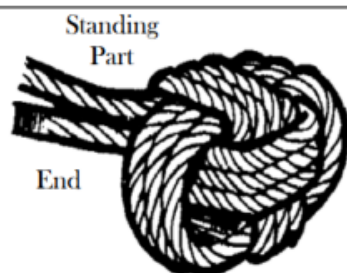
THE MONKEY'S FIST



Wind three turns around the hand.



Pass a second set of three turns across and around the first three, in the direction indicated by the arrows.



Pass a third three turns round and across the second three, but inside the first set. If the knot is correctly made the end will come out alongside the standing part.



To finish the knot, tie an overhand knot in the end and hide it by tucking it inside the monkey fist, then work all parts taut.

CHAIN SENNIT



1. Cast a counter-clockwise overhand loop with a long working end.



2. Lay the working end beneath the loop and pull a bight through it; pull the resulting knot tight.



3. Pull a second bight in the working end through the first bight and pull tight.



4. Similarly, pull a third bight through the second bight and pull it tight.



5. Continue pulling, bight through bight, tightening each stage before going on to the next.



6. To finish the chain, simply tuck the working end through the preceding bight.



7. In order to transform the chain into an anklet or bracelet, cut each end to a desired length, wrap around wrist (or ankle), and secure the ends with a reef knot. (Be sure that it is not too tight!)

SQUARE PLAIT



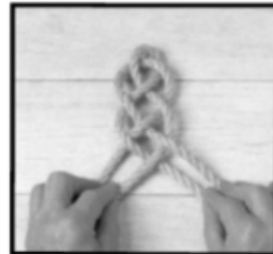
1. Middle two lengths of rope or cord, looping one over the other (as shown), and separating the four strands into a left-handed and a right-hand pair.

2. Simultaneously, cross the left-handed pair of strands (left over right) and the right-handed pair (also left over right).



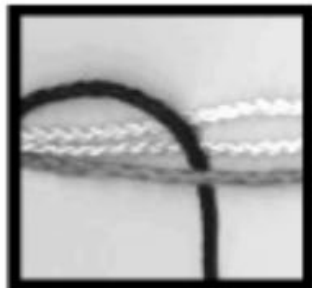
3. Cross the innermost two strands (right over left).

4. Repeat steps 2 and 3, with tension and tightness to ensure a symmetrical pattern develops.

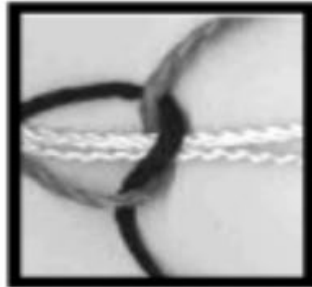


5. Continue this process until the desired length has been reached. Bind the ends together.

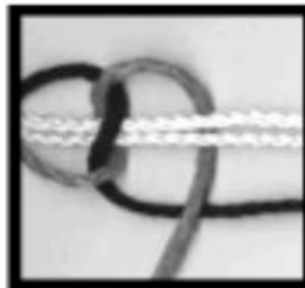
PORTUGESE SENNIT



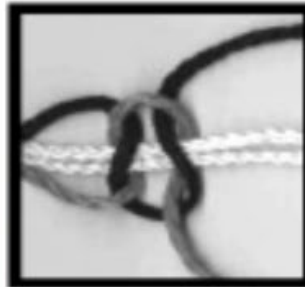
1. Place the right hand (darker) cord over the two core (white) cords. Place it under the left hand (lighter) cord.



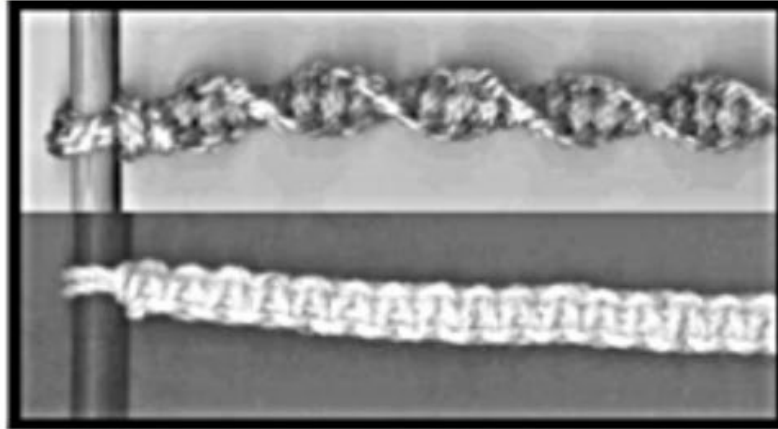
2. Bring the left hand cord under the two core cords and up through the loop formed by the core cord and the darker cord. Tighten by pulling gently on the knotting cords.



3. The second half of the square knot is the reverse of the first half. Bring the lighter cord (which is now on the right hand side) behind the two core cords. Bring it over the left hand (darker) cord.



4. Place the darker cord into the right hand loop by going over the core cords and under the lighter cord. Tighten by gently pulling on the knotting cord.



You can create a flat Portuguese Sennit (left picture) by repeating steps 1-4. In order to create a spiral Portuguese Sennit (right picture), only repeat steps 1 and 2 until the desired length has been reached.



Seamanship Word Search

T N L S H E N N H P C M
O R I D I S J I U H L O
N E O N T E M A E Z E N
K T C A C G X H G L A K
Y T A R H U P C F U T E
G A D T B T E L V X T Y
K P L S D R T W A N W L
Y I R Z B O B I Y I E F
K B Y H E P X X N N T R
G N I D N A T S G N O D
X F V D U K F H N P E I
B I G H T W T P E D J S

BIGHT
COIL
LENGTH
PLAIT
SENNIT

CHAIN
HITCH
MONKEY
PORTUGUESE
STANDING

CLEAT
KNOT
PATTERN
ROPE
STRANDS

CTS 06 - Seamanship

CTS 08.5.1 Definition and Meaning of Leadership



LEADERSHIP STYLE SUMMARY

STYLE	Advantages	Disadvantages
Boss	• More control over group • Easy to control a larger group • Saves time • Orders travel quickly	• No leadership development • No input from followers • Commanding rather than leading • No exchange of ideas
Educator	• Leader sets an example for group to follow • Leader guides and assists by answering questions • Follower skills are improved	• Requires more time • Only works with smaller groups • May involve plenty of new information for group to learn
Persuader	• Develop trust with followers • Easy to motivate • Two - way communication	• Requires much time • Risk being too "friendly" • Only works with smaller groups



10 PRINCIPLES OF LEADERSHIP

1

Always set a good example

2

Know your cadets and look after their welfare

3

Develop the leadership potential of your cadets

4

Make sound and timely decisions

5

Train your cadets to work as a team

6

Explain your ideas and thoughts clearly

7

Keep cadets informed of all activities and any changes

8

Lend a hand

9

Know your strengths and weaknesses

10

Treat others as you would like to be treated



LEADERSHIP CHARACTERISTICS

Determination

Sense of
Responsibility

Honesty

Confidence

Courage

Loyalty

Patience

Decisiveness

Lord Nelson

Enthusiasm

Dependability

CTS 10 - Leadership

Activity

What style of leader would be best suited to the following situations?

1. You are teaching a drill class to new entry cadets. You are teaching them basic parade drill.
2. You are teaching the guard a new drill movement that they need to know for the following weeks' Ceremonial Divisions. They all have to be confident with the movement before the next week.
3. You are the captain of a basketball team for a cadet sport night. There is one cadet who seems to be especially good at jumping and you want him to play defence.

CTS 08.5.5 Setting an Example

There are 2 types of examples that a leader can set – Deliberate and Unconscious.

Deliberate Example

This is the type of example that you purposefully or intentionally set for the cadets in your group in order to teach them something – you are making an effort to set an example.

You are in effect deliberately demonstrating the behaviour and actions that you want to see in them.

The key to this is to know the difference between a good example and a bad one!

Unconscious Example

These examples are not thought about – they are a part of your everyday life and personality.

The unconscious example is set every minute of every day – on or off duty.

The leader may not even realize his or her actions because they are so deeply ingrained into their personality and behaviour.

The downside of this could be that the unconscious example that the leader sets may in fact be the wrong example – and they won't realize it!

Setting the Example

The example you set for junior cadets is both deliberate and unconscious. You iron your uniform and polish your boots deliberately, and that is commendable. But everything you do sets an example to cadets. If you constantly and deliberately set a good example, it will become habit and then you will be setting a good example unconsciously.

* Examples to Set

1. **Dress and Appearance** This is the first thing that people notice about you. To show up out of uniform, or in a uniform in bad repair, is an example of bad leadership. Everything needs to be kept up to the highest standards, and left as a good example for junior cadets to follow.
2. **Deportment** A senior cadet needs to be careful of his behaviour at all times. Junior cadets will look up to you and expect a degree of dignity. A junior cadet can afford to play around, while a senior cadet can not. Playful activity by junior cadets is easy to control, but if the senior cadets are involved, it can easily get out of hand.
3. **Voice and Language**
 - a) Avoid loud talking or laughing among your equals, it sounds arrogant.
 - b) Avoid shouting to convey an order or correct a problem
 - c) Avoid a harassing or an exasperated tone, it turns people off.
 - d) Avoid bad language or profanity, it lowers the respect for the leader
 - e) Practice courtesy among yourselves and subordinates.
4. **Sharing the Work** You should never ask a subordinate to do what you wouldn't do yourself. There is no loss of dignity or respect if you do a menial task. The junior cadets will respect you if you help out with such a task when there is a need. This will increase the respect of the leader.

5. **Loyalty** The leader needs the loyalty of the subordinates, and this will create the corps pride. The leader needs to have loyalty to others for this to be accomplished.

a) **Loyalty to the corps**-Ensure you speak highly of your corps. Its contagious.

b) **Loyalty to Superiors**- never discuss the problems or activities of superiors

- identify with your superiors orders, dont complain, pass them on as if they were your own.
- if you feel you need to disagree with your superior do so in private and then do not publicly discuss it.
- let the junior cadets know you have confidence in and respect for your officers

c) **Loyalty to your fellow NCOs**-never criticise another NCO in the hearing range of junior cadets.

- Correct other NCOs in private if necessary
- do not discuss other NCOs private affairs
- back up your fellow NCOs in any way you can
- Solve interpersonal problems among yourselves and dont let junior cadets even know they exist.

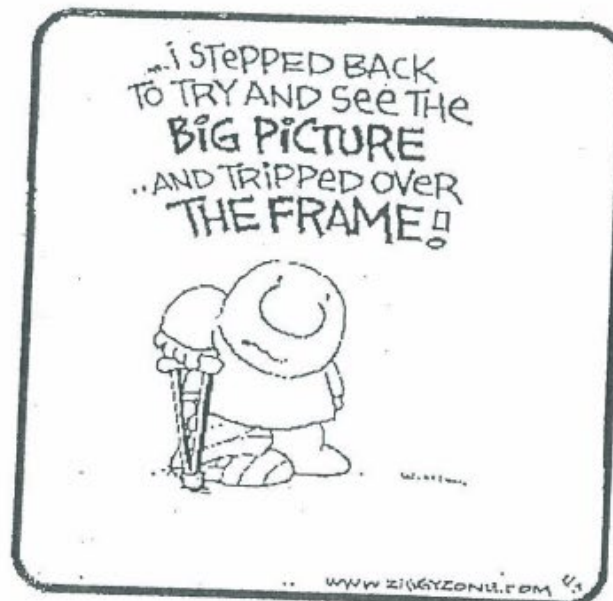
d) **Loyalty to Subordinates** Make sure the problem, request or complaint is passed on to the proper person in the chain of command as soon as possible.
Encourage your cadets in any way possible

6. **Respect for Subordinates** You can not expect respect unless you first treat them with respect. They are your subordinates, not your inferiors. IF you have good leadership skills and treat your subordinates as intelligent and enthusiastic people, you will likely be successful.

7. **Avoid Familiarity** Even if some of your subordinates are the same age as you are, or attend the same school, you can not be "a pal" to them. You can not expect to be "one of the boys" one minute and then expect them to take orders from you the next. By all means be friendly, but do not allow nicknames or first name calling to take place, either by you to them, or them to you.

8. **Show Initiative** Showing your cadets that you are involved in the corps and all its aspects will award you further respect from your cadets and will also have them feel like they have personal involvement in thier corps. You can show initiative in many ways with your corps.

- a) Volunteer for extra duties or work parties (ie coming early to help set up the parade square for a dance.)
- b) Share new ideas for activities with the corps or your division. (ie Tell the officers what you would like to do for the next fun activity, or what you would like to see included at the next camp.)
- c) Become involved in recruiting new cadets to the corps, give new suggestions for "how to recruit new cadets".
- d) Encourage your division to become involved in the corps. Make them feel like it is their corps and they can make it better.



Scenarios

How would you deal with the following situations. Use the space provided to explain how you would react to the situation and what steps you would take to rectify the situation. Also include the style of leadership that would most suitable for you to use.

1. You see a fellow NCO using bad language in the Atco trailer during stand-easy, with a group of junior cadets standing near-by.

2. A fellow NCO who constantly sets a bad example of dress.

3. A cadet who is over-enthusiastic but often "jacking around"?

4. A cadet that habitually commits minor infractions?

5. A cadet in your division whos attendance is poor?

. You are upstairs teaching a class when you hear the fire alarm go off. There is no officer in the classroom, and you are the only class upstairs.

7. You are faced with a "mini-mutiny". A group of cadets has joined together and refuses to obey any of your orders?
8. A cadet tells you he saw another cadet smoking in the heads.
9. A usually eager and involved cadet who all of a sudden becomes quiet and reserved.
10. A cadet comes to you and says he saw smoke in the stairway.



Leadership Word Search

P	S	T	R	E	N	G	T	H	S	E	E
M	R	S	S	Y	T	L	A	Y	O	L	R
C	O	I	R	N	R	I	A	F	S	E	A
R	V	T	N	E	O	S	D	P	T	Z	F
E	E	Z	I	C	D	I	F	T	Y	P	L
X	G	D	J	V	I	R	S	X	L	T	E
A	D	D	A	N	A	P	O	I	E	H	W
M	W	C	W	U	N	T	L	W	C	E	R
P	S	S	O	B	S	M	E	E	E	E	A
L	T	R	U	S	T	R	F	Z	S	N	D
E	Q	Q	F	R	V	I	E	N	A	M	N
R	O	T	A	C	U	D	E	P	S	G	P

BOSS
EXAMPLE
MOTIVATE
PRINCIPLES
TRUST

DECISIONS
FAIR
ORDERS
STRENGTHS
WELFARE

EDUCATOR
LOYALTY
PERSUADER
STYLE

CTS 10 - Leadership

CTS 08.5.6.1 Instructional Techniques I

Introduction

It is important for the cadets to explain the principles of instruction and how they are applied when planning and instructing a lesson to make training enjoyable and successful and to help the instructor make informed decisions while in front of a class.

The ability to keep a class interested, motivated and eager to learn are invaluable skills that will provide a positive learning experience for the cadets.

The Principles of Instruction

In order to create an environment that promotes participation and learning, an instructor follows a set of guidelines or principles to plan and instruct a lesson. The following are the fundamental guidelines known as the principles of instruction:

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

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

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

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

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

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

While instructing this class, explain each of the principles in simple terms and give examples of them. Ask the class to give some examples and have the cadets discuss each principle.

CTS 08.5.6.2 Instructional Techniques II / CTS 08.5.6.3 Instructional Techniques III

Introduction

Types of Lessons : Knowledge and Skill

The main differences between a knowledge lesson and a skill lesson are how the cadets participate during the lesson and how the instructor confirms learning at the end of a teaching point or lesson.

In a knowledge lesson, the cadets participate by asking and responding to questions and discussing lesson content. The instructor confirms learning by posing questions to the class or conducting an activity.

In a skill lesson, the cadets participate by practicing and performing a skill while the instructor observes the cadets' performance to confirm learning.

Knowledge Lesson

A knowledge lesson gives the cadets the theoretical aspects of a subject. The instructor presents basic information about a topic, typically following the who, what, where, when and why (5 Ws) format. Delivering an effective knowledge lesson requires the instructor to:

1. select an instructional method;
2. research the lesson information thoroughly;
3. summarize the information;
4. prepare questions to encourage class participation;
5. prepare questions for confirmation; and
6. prepare training aids.

Skill Lesson

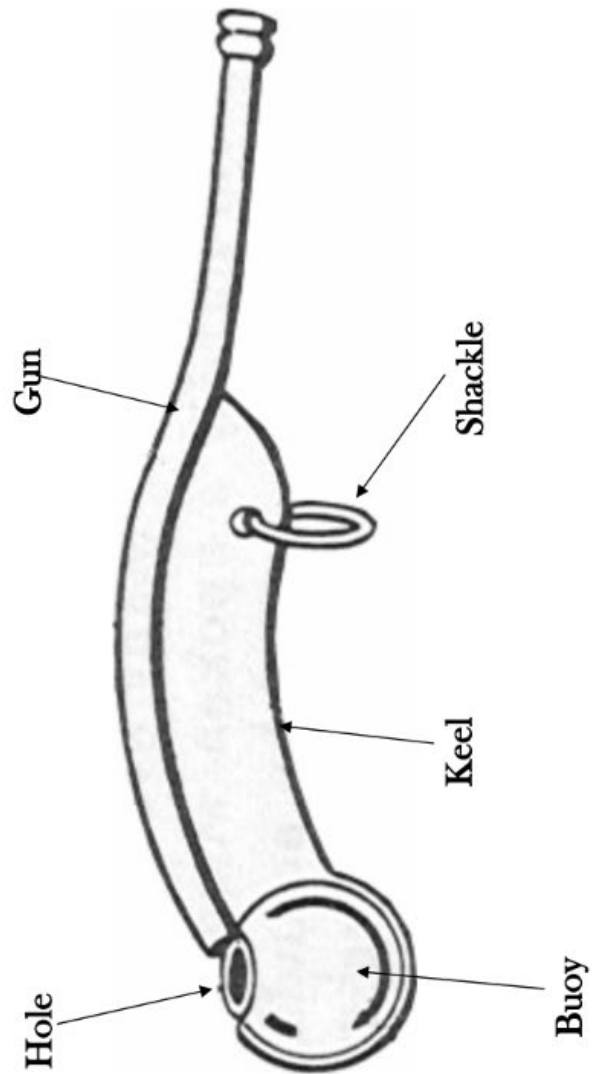
A skill lesson demonstrates the skill to be learned in a step-by-step sequence. Conducting an effective demonstration requires the instructor to:

1. plan carefully;
2. breakdown the skill to be taught into sequential steps;
3. rehearse the sequence to ensure that it is accurate and clear;
4. prepare a written lesson plan;
5. prepare and/or obtain all material needed to demonstrate and practice the skill in advance;
6. organize the class so the demonstration can be seen;
7. allow the cadets to practice the steps under supervision;
8. provide assistance or re-demonstrate as necessary; and
9. allow the cadets to continue to practice under supervision until all have achieved the skill.

Mastery of a particular skill may require practice beyond class time depending upon the learners and difficulty of the skill. Learning is a combination of knowledge, attitudes and skills that promote the development of a cadet.



Parts of the BOATSWAIN'S CALL



CTS 07 - Naval Knowledge

PIPES USED WITH THE BOATSWAIN'S CALL

(Time in seconds)

PIPE	Note	0	1	2	3	4	5	6	7	8	9	10	11	12
Still	High													
	Low													
Carry On	High													
	Low													
General Call	High													
	Low													
The Side	High													
	Low													

TWO NOTES OF THE BOATSWAIN CALL

LOW NOTE



HIGH NOTE



Draw a line to represent the sound that each pipe makes

(Time in seconds)

PIPE	Note	0	1	2	3	4	5	6	7	8	9	10	11	12
Still	High													
	Low													
Carry On	High													
	Low													
General Call	High													
	Low													
The Side	High													
	Low													

CTS 08.6.1 Public Speaking

The Importance of Public Speaking

Being able to communicate is one of the most important skills anyone can develop. It allows us to form connections, influence decisions, and motivate change.

Public speaking is one of the most important forms of communication.

Public speaking is an essential skill to have as a cadet.

- It will help you to become a stronger leader at cadets.
- It will help you to speak with your teachers at school.
- It will help you when are ready to begin working.
- It may even help you win debates with your siblings or parents.

Some people take to public speaking naturally, others are more fearful of standing and talking in front of a crowd. However, with work and practice, everyone can become more comfortable with speaking in public.

Public speaking helps you to:

- Develop your vocabulary.
- Improved communication skills.
- Increased self-esteem.
- Planning experience.

The power of Persuasion

Public speaking is a critical skill to have as an adult; if you develop the ability to be a good public speaker as a child, you will only get better as you get older.

Why Are People Afraid of Public Speaking?

- Many people are afraid of public speaking because they worry the people they are speaking to might not like their ideas or they may not make a good impression. Children are no different.
- However, you can turn this around by talking to your cadets about the opportunity they have to stand in front of an audience and speak about something they care about.
- Public speaking is an opportunity to tell other people about the things that they like or that are interested in. Really good public speakers can use their skills to even change people's minds on things.
- Get your cadets excited for the opportunities they have.
 - "How often do you get to have a whole room of people listening to you?"
 - Help them see the joy of public speaking. If you can re-direct their focus on to the opportunity, enthusiasm will take care of the rest.

Types of Public Speaking (Note – Keep this simple when explain to the cadets)

1. Informative Speaking

- An informative speech is one that intends to teach your audience a particular topic.

Four common types of **informative speeches**:

- **Speeches about objects** - Speeches about objects focus on things existing in the world. Objects include, among other things, people, places, animals, or products.
- **Speeches about processes** - Speeches about processes focus on patterns of action. One type of speech about processes, the demonstration speech, teaches people "how-to" perform a process. More frequently, however, you will use process speeches to explain a process in broader terms. This way, the audience is more likely to understand the importance or the context of the process.
- **Speeches about events** - Speeches about events focus on things that happened, are happening, or will happen. When speaking about an event, remember to relate the topic to your audience. Examples of speeches about events include: the celebration of Halloween, the Battle of the Vimy Ridge, the Stanley Cup Playoffs, etc.
- **Speeches about concepts** - Speeches about concepts focus on beliefs, ideas, and theories. Concept speeches can be the most challenging. Take care to be clear and understandable when creating and presenting a speech about a concept. Often, speeches about concepts take on a persuasive tone. Focus your efforts toward providing unbiased information and refrain from making arguments. Some examples of topics for concept speeches include: Democracy and the Big Bang theory.

2. Persuasive Speech

- The end goal of a persuasive speech is to give the audience a certain point of view, not for them to have information.
- Persuasive speeches can sometimes use emotions to convince the audience.
- An example of a persuasive speech topic could be:
 - o All Navy League Cadets should be allowed to choose the colour of their parade boots.

3. Extemporaneous/Impromptu Speaking

- An impromptu speech is given with little or no preparation, yet almost always with some advance knowledge of the topic.
- When called to speak "off the cuff" or "on the spur of the moment," it is usually because the speaker is quite knowledgeable about the subject.

CTS 08.5.7 Teaching a Class

PREPARE A LESSON PLAN

LESSON PLAN	
CTS 08 Leadership 5.7 – Teaching a Class	Duration
	3 Period (135 Minutes)
WHAT TEACHING METHOD IS SUITABLE FOR THIS PERIOD	
The approach should be using the Presentation, Discussion and Role Playing methods.	
WHAT MATERIAL DO I NEED?	
1. Projector 2. Pen or Pencil 3. Paper	4. Handout 5. Selection of Classes
INTRODUCTION	
What?	During this lesson, cadets demonstrate their ability to teach a class.
Why?	As senior cadets, the cadet should be able to assist the Staff in the teaching of a class.
Expectations	Cadets will be expected to be able teach a simple class to a group of students.
TEACHING POINTS	
The main teaching point are effective methods of instructional techniques. See the attached handout to assist with this class	

Instructor's Notes:

CONCLUSION

Everything that you do sets an example for cadets to follow. If you complain about the work that you have to do, you are really giving permission for your cadets to complain about the work that you would like them to do.

In leadership, there is NO such thing as "Do what I say but not what I do."

TESTING

Although there is no requirement for a written evaluation, cadets should have the opportunity to act in a leadership role during cadet activities. Cadets should be informed when the characteristics are not being followed, and then have the opportunity to correct the situation.

Classroom Preparation (Handout)

CTS 08 – 5.7

Leadership

Teaching a Class

References: Instructor Handout

Main Teaching Points:

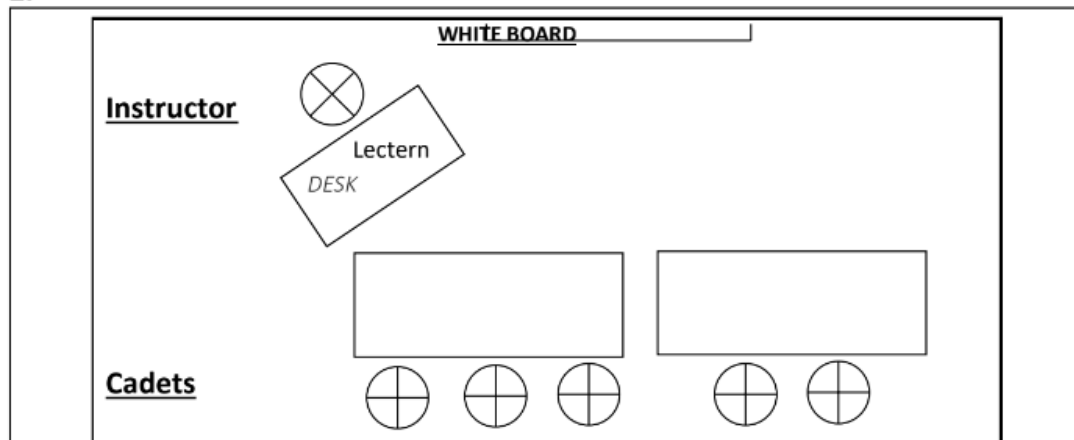
1. Effective methods of instructional techniques, applied in a class setting

Time: 40 minutes

Course: Level 5 Petty Officer Cadets

1. CLASSROOM ARRANGEMENT PLAN (re-arrange as needed)

2.



3. MATERIAL

- As required

TIME COLUMN	LESSON PLAN BODY	ACTION COLUMN
1 MIN	INTRODUCTION WHO Welcome. My name is _____. You may address me as such or by “Sir”/”Ma’am/PO/Chief”. WHAT In this lesson we are going to practice teaching a class. WHERE This information will be used on deck and around the ship and in your everyday life. WHY In order for you to apply what you have learned about leadership to teaching a class APPROACH: Presentation, Discussion and Guided Discovery CONTROL STATEMENT: If you have any questions, raise your hand and wait until I call on you to ask. If there is a bathroom emergency that can’t wait, simply say so and go to the heads. We may be getting up and down to do activities in groups, but when I say it’s time to sit, do so quickly. If the room gets too noisy, you will be told to “pipe-down”.	

2 MIN 36 MIN 1 MIN	BODY <u>Teaching Point 1 – Instructional Techniques</u> Instructor: Cadets will be assigned to groups of cadets and/or other classes where they will practice teaching others. In doing so, they are aiding the instructors in the classes and are under their direction. Depending on the type of lesson being taught in the classes, level 6 cadets should be given a quick overview of the instructional technique(s) they would use to teach. <u>Teaching Point 2 – Practical</u> Instructor: Prior to this class, check the training schedule and/or with the training officer to ensure that the cadets are moved to and introduced to the classrooms or groups of cadets they will be teaching. CONCLUSION REVIEW/SUMMARY: Reiterate the What, Where and Why from your introduction. You have practiced applying leadership knowledge to teaching in a classroom. RE-MOTIVATION: Review the behavior of the cadets during the class – reinforce the positive behaviours. Make suggestions to the cadets on ways to practice and remember the information. IN YOUR NEXT LESSON YOU WILL LEARN: <u>TBA</u>	
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Semaphore flag signals

