

Junior Sea Cadets

2010 Edition

RED MODULES

Unit Activities



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CORE MODULES

INFORMATION: The first five modules are core elements and must be completed by all Cadets. It is preferable if they are completed as soon after joining as possible, since some contain important health and safety information.

Module 1 – Induction

Welcome to the Unit and Introduction to the Junior Sea Cadet Instructor.
Explain how to address him/her correctly.

Explain Unit Fire Drill Procedure and show New Entry Junior Cadets the fire Exits. Ensure they know what to do and where to go in the event of a fire. Undertake a practice Fire Drill to ensure they know what the alarm sounds like. (J23)

The Junior Sea Cadet is to take part in a Tour of the Unit Headquarters building. Point out areas specific to Junior Sea Cadet needs. (J1)
Get the Junior Cadets to draw a map of the Unit Headquarters showing the Fire Exits and muster points.

Describe the types of activities a Junior Sea Cadet can expect to participate in.

As a group discuss the need for self discipline and good behaviour. As a Junior Section write some acceptable ground rules for behaviour, and then review the ground rules previously written by other Junior Cadets. Ensure all Cadets understand the need for rules.

Module 2 – Meet the crew

Introduction to Officers, Senior Rates, Instructors and Helpers within the Unit. Explain the key roles within the Unit. Make a point of introducing the Staff and Cadets that the Junior Sea Cadets will have the most to do with.

Draw a Diagram of the Unit Staff organisation (J2)

Introduce the Commanding Officer and allow the CO to talk to the Junior Cadets about the Unit.

Describe how to recognise their insignia and how to address them correctly. Look at different badges of rank within the Sea Cadet Unit.

Module 3 – Ceremonial

Basic Drill: Explain the drill movements needed by Junior Sea Cadets during a Colours and Evening Colours Ceremony. Teach the Juniors the following movements and the orders: Attention, Stand at Ease, to the front salute. Left and right turn. Falling out from a squad. Explain when and where to salute.

Demonstrate the calls made in your Unit, including: Still, Carry On, General Call. Ensure Cadets know what action to take when they hear a call (J2 cont).

Allow the Junior Cadets an opportunity to try to pipe the Still, Carry On and General Call.

Explain Colours and Evening Colours and naval Customs like saluting the quarterdeck. Practise Evening Colours using the Junior Cadets in different positions.

Learn how to receive an Award correctly from an officer: March, Salute, Shake, Salute, March.

Module 4 – Junior Sea Cadet Uniform

Teach how to wear and care for the Junior Sea Cadet Uniform.

Teach how to Iron items of Uniform.

Teach how to sew on badges and buttons.

Teach how to clean boots and Shoes.

Please note the health and safety aspect and need for good supervision when using an iron.

Ensure you have suitable supervision/support.

Module 5 – Unit Activities

Explain Unit Parade Nights, what happens, why we have them.

Describe other activities available to Junior Sea Cadets in the District, Area or Nationally.

Complete a plan of when the Unit is in use throughout the week and what Activities all the Cadets in the Unit can take part in (J3).

GENERAL MODULES

Module 6 - Promise

Ask Junior Cadets what attracted them to join Sea Cadets? What do they want to get out of Sea Cadets?

Ask the Junior Cadets to design a recruitment poster or recruitment leaflet for the Junior Section of the Unit.

Ask them to look again at the Ground Rules for the Junior Section. Bearing these in mind, ask them to write their own suggested promise as a Junior Sea Cadet.

Read out the Sea Cadet Promise and compare their suggested promises with the Sea Cadet Promise. Discuss any differences/similarities (J4).

Module 7 – Air rifle shooting

Undertake air rifle shooting.

Module 8 – Marine cadets

If you have a Marine Cadet Detachment, spend an evening with a Marine Cadet Instructor learning about the sort of things Marine Cadets do.

COMMUNICATIONS

Module 9 – Passing a message using flags

There are many different methods of communication that we use; this module explores a few:
Learn how messages used to be passed in history.

Learn the alphabet, or at least some of it, in semaphore. Try to send a message to someone using semaphore.

Design and make your own semaphore flags.

Look at signal flags used at sea; see if you have any in the Unit. Find out their letter meaning and if they have any special meanings. (eg Alpha – “I have a diver down, keep clear and at slow speed”. etc)

Spell out the name of your Unit using signal flags.

The most famous message was Nelson's "England expects that every man will do his duty".
Make your own message from flags.

Learn about dressing a ship overall and decorate your Unit for a special event.

Module 10 – CODES

Look at different codes and learn why codes were used.

Make your own simple code and send a message using it, prepare a 'codebreaker' to allow someone else to read your message. (It could be as simple as the alphabet backwards such as Z=A, Y=B etc)

Learn a little bit about Morse code and how it could be used, ie through light or noise.
See if Junior Cadets can learn a few letters of morse, or learn to spell their name in morse.

Teach them the morse for SOS, and what SOS means.

Module 11 – Emergency messages

Look at the different ways to summon help at Sea: VHF radio channel 16, Mayday, Flares, smoke, waving arms, GMDSS, Upside down flags etc.

Look at how to summon help on land: 999 or 112. Learn how to make an emergency telephone call. Know which service to call for Police, Ambulance, Fire, Coastguard.
Stress the importance of 112 internationally and on mobile phones.

Teach the Cadets about emergency whistle blasts used in the mountains. (6 blasts for help followed by gap. – Reply of 3 blasts)

Module 12 – Emergency visits

Visit a Fire Station, Police Station, Ambulance Station, RNLI station or Coastguard station to find out what happens in response to a 999 call.

Module 13 – International

The UK Sea Cadet Corps is a member of the International Sea Cadet Association. This means that we can undertake exchanges with Sea Cadet organizations in different countries.

Find out how many countries are members of ISCA and what they are.

Learn some words from some of the Countries cadets can exchange with: Germany, Russia, Hong Kong, South Korea, etc. Learn how to say "Hello", "Thank you", "Please" in other languages.

Draw the Flags from some/all ISCA member Countries.

Module 14 – Radios

Radios are a useful way to pass messages and keep in contact with others.

Look at the different types of radios used, licensed and unlicensed. Look at the different language used e.g. CB radio used to be very popular a number of years ago and had its own "language", VHF radios at sea use the phonetic alphabet to spell things etc.

Get hold of some unlicensed 'walky talkies'. Get the Cadets to take turns to pass and receive a message using the radios.

If possible arrange for an amateur radio enthusiast to set up his/her radio in your Unit one evening and see if you can talk to people in other countries.

LEARNING TO COOK

Module 15 – Getting ready

Spot the Dangers: 15 - 20 mins

Aim: To highlight the importance of safety in the kitchen.

Equipment: Kitchen area or mock kitchen, kitchen equipment.

Background information: Have a 5 minute discussion of potential dangers in the kitchen, ie. Knives left out, cupboards left open, hot cookers, wet floors, etc.

How to do it: Set out the kitchen with obvious dangers. Let a group into the kitchen to see how many dangers they can find, and decide how to rectify them to make the area safe.

Storage of food: 10 mins

Aim: To know the correct place to store food safely.

Equipment: Space to run safely, optional wall labels and pictures of food.

Background information: Explain that foods are stored at different temperatures and are therefore kept in a larder/cupboard, vegetable rack, fridge or freezer. (Food selection should be obvious)

How to do it: Label each wall. Make up a story about unloading the shopping from bags. Each time a food is mentioned or the card is shown the Junior Cadets must run to the correct wall, e.g. butter in fridge.

Germ Buster (Game) 10 mins

Aim: Reinforce the idea of hand washing.

Equipment: Space to move around in.

How to do it: All the Cadets are germs running around the room, except for 2 or 3 who are nominated to be the soap. When the soap has tagged the germ, the germ becomes soap and play continues until all the germs are wiped out.

Fridge Sorting 30 - 45 mins

Aim: To show how we store food safely in the fridge

Equipment: Photocopies of baseboard and cards. Make up a baseboard with shelves of a fridge and cut out pictures of food you might keep in a fridge. Could be coloured and laminated for future use.

Background information: Be aware of the correct storage for items in a fridge, check with a Cook Steward Instructor if unsure.

How to do it: Give each small group, or pair of Cadets, a baseboard and set of sorting cards. Play the game allowing the Cadets to sort items wherever they think they should go in the fridge. On completion of the game discuss their reasons for their choices and then explain correct storage as per food hygiene regulations. Repeat the game to check understanding.

Extension idea:

Repeat the above sorting idea using a real fridge and small amounts of real food

Module 16 – Preparing and cooking food

Simple Baking: 30 mins

Aim: To make Cadets appreciate that some ingredients are vital, in a fun way.

Equipment: Tables or work surfaces, ingredients, cooker if required, 2 bowls, spoons, cake papers, tray, aprons.

Background information: Talk about the many changes that occur during food preparation, related to the ingredients to be used eg. jellies/chocolate – melting; cake – effects of different flours.

How to do it: Clean tables and work surfaces. Ensure everyone wears an apron and washes their hands. Proceed with chosen recipe.

Chocolate Crispies

1. Melt some chocolate over a bowl of hot water and some over a bowl of cooler water to compare the difference.
2. Put crispies into a separate bowl.
3. Once chocolate has melted add the crispies, stirring until coated all over in chocolate.
4. Spoon into cake papers which are laid on a tray.
5. Place crispies in different environments, (fridge, sunny window ledge, freezer) and compare.

Extension ideas:

Jellies and Bread would make interesting subjects for this activity but will need more time, maybe a day activity.

Make tea and coffee using hot and cold water.

Cocktails: 30 mins

Aim: To make non-alcoholic cocktails.

Equipment: Minimal space, plastic glasses, lemonade or coke, coloured squashes, fruit, ice cream, ice-cubes, sweets, chopping board, knives, spoons, aprons.

Background information: Cocktails are mixtures of different drinks usually with fruit added; they are designed to be colourful and attractive and can be nutritious.

How to do it: Clean tables and work surfaces. Ensure everyone wears an apron and washes their hands. Proceed with chosen recipe.

Apple and Ginger Fizz

2 parts apple juice

1 part ginger ale

Ice cubes

1 red skinned apple

Pour apple juice, ginger ale and ice cubes into a glass and add a slice of apple for decoration.

Witch's Brew

100ml of coke

1 small scoop of vanilla ice cream

1/2 teaspoon of strawberry syrup

2 jelly snakes

Pour cola into a glass, add scoop of ice cream, and stir gently to foam, drizzle syrup onto the drink and hang two snakes over the side of the glass.

Blood Orange Fizz

2 parts orange juice

1 part lemonade

Dash of Ribena

Slice of orange

Pour all the ingredients into a glass and decorate with a slice of orange.

Extension ideas:

Mix any fizzy drink with any kind of ice-cream to make Ice-cream Soda.

Get hold of a non-alcoholic cocktail book and experiment!

Module 17 – Simple Things

Aim: To make simple sweets (30 mins).

Equipment: Tables, kitchen utensils, bowls, paper cases, ingredients for chosen recipe.

Background information: Sweets are fun and enjoyed by everyone. They give lots of energy but should not be eaten in large quantities as they are bad for teeth and general health.

How to do it: Clean tables and work surfaces. Ensure everyone wears an apron and washes their hands. Proceed with chosen recipe.

Coconut Ice

4 tablespoons of condensed milk

300g Icing sugar

150g Desiccated coconut

Food colouring

1. Mix condensed milk and icing sugar together

2. Stir in the coconut

3. Put half of the mixture into another bowl and add food colouring

4. Roll out both of the mixtures, lay one on top of the other and press together

5. Put onto a tray that has been dusted with icing sugar and cut into squares

Extension ideas:

- For presentation place in small paper cases
- Sweets could be made for the annual RN Parade night.

Making tea and coffee 15 mins

Aim: To teach Cadets the safety aspects of using boiling water, addressing hygiene aspects in preparing or washing up.

Equipment: Tea pot, cup and saucer, milk, milk jug, sugar and bowl, tray, teaspoons, tea bags, coffee, kettle and napkin.

Background information: Talk about safety and that they should not use very hot water without adult supervision.

How to do it: Lay tray with napkin, cup and saucer (or mug), teaspoon, sugar bowl, milk jug and tea pot. Boil water in kettle using cold water. Put required number of tea bags into tea pot.

When water has boiled, pour over tea bags. Leave to stand for required amount of time. Pour into cup/mug and take to recipient. Ask if they take sugar and/or milk. Put in sugar and/or milk if required and stir. Make coffee to required strength in mug and take on tray with milk and sugar. Proceed as for serving tea.

Module 18 – Baked potatoes

Aim: To cook potatoes with a variety of fillings

Equipment: Potatoes and various fillings, tongs, tin-foil, plates, knives and forks, kitchen or suitable environment for an open fire.

Background information: Potatoes are a good staple food and can make a filling and nutritious meal quickly and easily. Potatoes and other foods can be cooked wrapped in foil in the embers of an open fire. People often cook this way in the outback and on bonfire night.

How to do it: Build a fire or heat the oven. Wrap the potatoes in foil and place in oven or the bottom of the fire to cook. (Microwave can be used but do not wrap potatoes in tin foil). Prepare fillings. Once potatoes are cooked, carefully unwrap, split and serve with chosen filling. Whilst waiting for the potatoes to cook, think of other games to play (or undertake aspects of another module) to keep the Cadets amused.

BOATING & KNOTTING

Module 19 - Learn some basic knots (J15)

Learn how to tie a reef knot, figure of eight and a round turn and two half hitches.

Learn the five different elements of a bend or hitch.

Describe a bend, a hitch and a knot.

Play a game of knot relay, call out a knot and each Junior has to run up with the correct knot tied in their rope.

Module 20 - Making a small knot board

You will need: A piece of plywood (about 20cms square)

Wood Stainer

Paint Brush

Wood Glue

Paper

Thick tipped black pen

Flat bottomed heavy object or flat bottomed bowl

1. Tie any two knots using coloured cordage.(Example: Reef knot and Figure of Eight).
2. Stain the wood.
3. Write out a label for each knot.
4. Once the wood stain has dried, stick the knots to the board and stick the labels underneath the appropriate knot.
5. Use the flat bottomed heavy object to apply weight and pressure to the knot whilst the glue dries. It is quite likely that it will have to be left for a good 15 – 20 minutes. If you cannot find a suitable, clean object, use a flat bottomed bowl and place a heavy object in it.

INFORMATION: Preparation is important for this project so that the Juniors can make the boards quickly and with no fuss.

Ensure that the knots are suitable for Juniors and not too complicated.

Note: For Health and Safety please ensure that Cadets using glue are well supervised.

Module 21 – Parts of a boat

Using the New Entry Work Book (J13) as a group, label the sketches and name the parts of the ship.

Again using the new entry workbook, (J14) describe the commonly used sea terms. Make up 'labels' and label all the 'parts of ship' in the Unit.

Play some games getting Juniors to run around the Unit to the correct place to learn their way around the Unit and common sea terms.

Module 22 – Parts of a boat again!

Using the new entry workbook, as a group label as many parts of a pulling boat and oar as possible. (J16)

Look at a real boat (ASC, bosun etc) and, using laminated cards, try to place the correct name card on the correct part of the boat.

Look at different types of boats and ships, perhaps get the juniors to build a model of a ship or boat.

Build some origami boats using newspaper

FIRST AID & HEALTH

Module 23 – Cleanliness

Aim: To show the importance of washing hands carefully (20 mins)

Equipment: Disposable gloves, prepared poster paint (dark colours), newspaper, floor protection and hand washing facilities.

Background information: Talk about the germs we carry on our hands and how they can be passed onto food when we are cooking or eating. These germs can cause food poisoning, which is why hand washing is essential.

How to do it: Protect the floor and table with newspaper. Give each Junior a pair of disposable gloves to put on and place a 2p size blob of paint on their hand. Ask the Cadets to pretend this is soap and to rub their hands as if they were washing them. Then look and see where the paint hasn't stained. Explain that this is where they have missed washing and where the germs could still be lurking. Let them continue to see if they can cover all of their hands, emphasize it takes time to wash our hands properly.

Talk as a group about the importance of washing hands and having clean nails etc. Look at the dress regulations for hair, discuss the importance of tidy hair. Use the New Entry workbook (J20) to record thoughts.

Module 24 - First Aid

Use the new entry workbook to introduce First Aid (J22)

Undertake the Junior Sea Cadet First Aid syllabus or undertake the Heartstart First Aid syllabus.

Alternatively you could undertake the St John Ambulance (Junior) Young Lifesaver Award or equivalent in Scotland (contact your ASO for advice).

NB. This activity should last for several weeks and count for as many modules equal to the number of parade nights spent on it.

Module 25 – First Aid fun

Accident Word Bingo

Aim: To help the cadets to recognise and understand words associated with accident situations and what they mean.

Equipment: Space, tables, chairs, a set base boards and a set of flash cards.

How to do it:

1. Make up a base board with 6 – 8 “accident” words. (Eg: Danger, Response, Airway, Breathing, Circulation, Conscious, Unconscious, Alert, Bleeding, Fracture, Safety, Casualty, First-Aider, Help)
2. Make up bingo cards with pictures corresponding to the accident words.
3. Give each player a base board. (or share 1 between 2 depending on size of group)
Lay out flash cards face down in the centre of the table.
4. Cadets to take it in turns to choose a card. If the picture corresponds to the word, they place the picture face down on their base boards covering the word. The first player to cover all their words is the winner.

What’s in a Kit?

Aim: To introduce the Cadets to what should be carried in a standard first-aid kit.

Equipment: Space, table, chairs, an approved operational first-aid kit and a large tablecloth.

How to do it:

1. Show the Cadets a first-aid kit. Explain that a first-aid kit should be looked after and checked regularly to make sure that everything is in it.
2. Ask each Cadet in turn to take out a piece of equipment. Ask them if they know what it is for. Explain the item’s use to the Cadets and, if possible, have a training equivalent available to show them what it looks like when it is out of its package.
3. Lay the items in turn onto the table. When the kit is empty place a cloth over the items. Tell the Cadets to close their eyes and take an item away. Remove the cloth. Can they spot what is missing? Can they remember what the item was for?