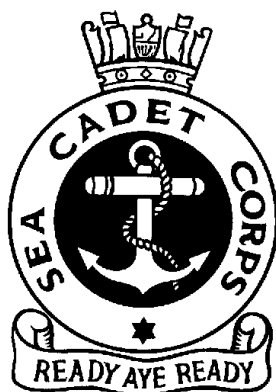


# The Sea Cadet Corps



## ABLE CADET WORK BOOK

This work book contains all that you should know at the end of your Part 1 able Cadet training. You will be assessed on your knowledge of these subjects. You should make sure that you have completed the book before requesting advancement.

Inside the back cover of this book is a page to record points for specialisation's, boatwork and proficiencies. You have to gain thirty points and be aged 15 years before advancing to Leading Cadet.

Do not forget to carry forward to carry forward any points you may have gained in your previous Work Book. Use a different coloured pen so you can readily see your progress.

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NAME:

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DIVISION:

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UNIT:

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DATE RATED AC:

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ADVANCE TO LC ON:

SHORT TITLE – ACWB  
FIFTH EDITION  
APRIL 2000

**NOTES**

**LC1 SQUAD AND RIFLE DRILL**

1. You must be able to carry out the following movements to the highest standards.

**Squad Drill**

MOVEMENT	COMPLETED	INITIALS
Falling in and out in single file, two and three ranks		
Standing to attention		
Standing at ease and easy		
Dressing with and without intervals		
Numbering		
Left, right and about turn at the halt		
On and off berets and caps		
Standing at ease and easy with caps off		
Returning to the attention with caps off		
Saluting – how, who, when and why		
Opening and closing ranks		
Paces forward, backward and side closing		
Maximum number of steps to be taken		
Marching		
Wheeling		
About turn on the march		
Halting on the march		
Changing step on the march and at double march		
Changing direction & forming squad at the halt & on the march		
Slow march		
Changing time (slow to quick and quick to slow)		
Movement in column of route		
Eyes left, right and front		

**Rifle Drill**

MOVEMENT	COMPLETED	INITIALS
Parts of a rifle, correct handling and safety in the use of weapons		
Standing at ease		
Standing easy		
Attention		
Shoulder arms		
Order arms		
Present arms from the shoulder		
Saluting with a rifle		
Short trail		
Grounding and taking up arms		
Fixing and unfixing bayonets		

HAS EXECUTED ALL THE ABOVE SQUAD AND RIFLE DRILLS CORRECTLY,  
SMARTLY AND TO THE HIGHEST STANDARDS REQUIRED

**SIGNED**

**NAME**

**RANK/RATE**

**DATE**

**LC2 POWER OF COMMAND**

1. How should orders be given?

2. Write out the orders for the following movements:

a. Turing a single rank of cadets to the left.

b. Turning a squad of 12 cadets to the right.

c. Ordering a squad of cadets to present arms.

d. Changing the direction of march of a squad of cadets to the left (not wheeling).

e. Forming a squad of twelve cadets moving in column of route into line facing in the same direction.

3. Where should you position yourself when in charge of a squad of cadets?

a. At the halt?

b. On the march?

c. Moving in column of route?

4. You have just given this command: "Guard, change direction right, form squad" and have realised it is incorrect. White what order/s you would give to correct this.

5. You are in charge of a squad of 10 cadets at Ceremonial Divisions and the Inspecting Officer arrives to inspect them.

a. what is the correct way to report the squad to the Officer?

b. What should you do when the Officer has finished talking to you and starts to go round the squad?

c. When is it permissible to stand a rank of the squad at ease during an inspection?

d. If you have done this should you bring them back to attention before the Inspecting Officer moves off?

e. What do you do when the Inspecting Officer has finished looking at the last cadet the squad?

6. What rank of officer is entitled to a "Present Arms" instead of a Butt Salute?

7. Write out the complete sequence of orders given by the Parade Commander (PC) and the Guard Commander (GC) for Ceremonial Divisions with an official visitor (OV). Start from the point where divisions and instructors have been fallen in.

8. Write out the full sequence of orders that you would give as Guard Commander (GC) to receive an official visitor such as an Inspecting Officer (IO). Include any response or actions by the visitor or others not in your guard.

HAS DEMONSTRATED THE ABILITY TO TAKE CHARGE OF A SQUAD AT THE HALT AND ON THE MARCH

SIGNED	NAME	RANK/RATE	DATE
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HAS DEMONSTRATED THE ABILITY TO CARRY OUT THE DUTIES OF GUARD AND PARADE COMMANDER AT COLOUR CEREMONIES FOR OFFICIAL VISITS

SIGNED	NAME	RANK/RATE	DATE
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**LC3 INTRODUCTION TO LEADERSHIP**

1. What privileges do Leading Cadets have in your Unit?

2. What does the Commanding Officer expect from the Unit’s Leading Cadets in return for these privileges?

3. What are the day to day duties of Leading Cadets in your Unit?

4. Why is it important that Leading Cadets are seen to enjoy cadet activities and spend time encouraging younger cadets?

5. What instructional duties do Leading Cadets have in your Unit?

6. Tick which of these qualities of a leader are essential, useful, or undesirable. Add at least one extra quality to each group.

Listener	Loud voice	Confident
Communicator	Friendly	Bossy
Patient	Get “hands dirty”	Common sense
High IQ	Stands back	Can make decisions
Panics	Open to ideas	Lazy

## LC 4 INSTRUCTIONAL TECHNIQUE

The Leading Cadet Part 1 examination requires you to prepare and deliver a 10 minute lesson to a class of junior rates on any Sea Cadet subject.

All learning can roughly be classified into one of three groups:

**Knowledge:** e.g. The cadet is able to draw the “Fire Triangle”.

**Skill:** e.g. The cadet is able to operate a water fire extinguisher correctly (not the same thing as *knowing* how to do it!!)

**Attitude:** e.g. The cadet is able to act responsibly when a fire is detected.

It is likely that your lesson will be designed to teach either **knowledge** or a **skill**.

You must describe learning using specific statements such as “*The cadet is/will be able to.....*” followed by an action (*draw, recall, tie, operate, etc*)

Do not use vague statements like “*The cadet understands.*”

After a lesson, you must be able to check that learning has occurred.

How can you measure understanding? Only by seeing the cadet **do** something.

Always specify what you want them to be able to **do**.

### The Instructor

1. What should the instructor set a good example in?

2. What are the main qualities of a good instructor?

**The Chalkboard or Whiteboard**

These are the most common visual aids available in Units so it is important that you are able to use them to advantage.

1. In the spaces provided below, write your reasons for – and comments on – the items raised.

**Text**

Script	
Legibility	
Accuracy	
Emphasis	
Abbreviations	

**Diagrams**

Bold	
Labelling	
Clarity	
Templates	

**General Hints**

Eye Level	
Dropped Chalk	
Anti-dust Chalk	

**Points to Avoid**

Rubbing out with fingers	
Silence	
Teaching to the board	
Masking	

**Training Aids**

1. Why are Training Aids important in lessons?

2. What makes a good Training Aid?

3. What Training Aids are available in your Unit?

**Structure of a Theory Lesson**

Every lesson has three stages **Introduction**      **Development**      **Consolidation**

1. What should the Introduction Contain?

2. What should the Development contain?

3. What should the Consolidation contain?

4. State the importance of Lesson Notes

### Preparing Your Lesson

Remember:

Anyone can talk about something they know without preparation

This does **not** mean that **learning** has taken place.

Teaching **is not** what the teacher says and does.

Teaching **is** what the students learn to do.

You will have taught a good lesson when your class have gained new  
**knowledge, skills or attitudes.**

Now choose a subject from the syllabus for New Entries, Cadets or Ordinary Cadets:

**Subject**

**Class**

1. Find out what the class should know by looking at the syllabus for your subject that they have already been taught. List here the knowledge and skills that you would expect the cadets to have **before** you give your lesson.

2. Now list your **objectives** for the lesson. Don't be too ambitious. Remember that you have only ten minutes. It is unlikely that you will be able to teach more than two objectives.

You must now plan the content of your lesson which is **the most important part of your lecture**. Prepare a plan for your lesson in the space below. Include the approximate timing for each part, the visual aids, other materials you need, when you need them and what you are going to say (use key words not a script).

When you have done this task, ask yourself if your objectives are realistic. It is better to teach a little well than to confuse the class by trying to squeeze in too much. If you have time to spare, you can always go over something or test the learning. If you run out of time,.....

Now teach your lesson with somebody else observing you. Afterwards write down the parts that went well and those that did not go well. Discuss your lesson with the observer. The discussion must include **both** your observations **and** your observer's which is why you must think about what you have done **before** discussing it. Remember you will not always have an observer but you will always have to decide whether or not your lessons have worked. Amend your lesson plan with any changes that you decide will improve the learning of the next group you teach.

HAS PREPARED TRAINING AIDS FOR A LESSON AND HAS DEMONSTRATED  
PROFICIENCY IN THEIR USE

THE VISUAL AID WAS:

**SIGNED**                      **NAME**                                      **RANK/RATE**                                      **DATE**

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THE VISUAL AID WAS:

**SIGNED**                      **NAME**                                      **RANK/RATE**                                      **DATE**

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RATES ON A SEA CADET SUBJECT

THE SUBJECT OF THE LESSON WAS:

**SIGNED**                      **NAME**                                      **RANK/RATE**                                      **DATE**

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**SIGNED**                      **NAME**                                      **RANK/RATE**                                      **DATE**

**LC5 UNIT DUTIES**

1. List the main points for gangway staff receiving visitors.

2. What should they also do if the visitor is uniformed?

3. A gangway could be manned by one cadet, the Quartermaster (QM). Why is it useful to have an assistant, the Bosun's mate (BM)?

4. What is the purpose of also having a Duty Senior Cadet?

5. So why do we also need the Duty Senior Rate (DSR) or Officer of the Day (OOD)?

HAS DEMONSTRATED THE ABILITY TO CARRY OUT THE DUTIES OF BM AND QM AND IS CONSIDERED COMPETENT TO ACT AS THE DUTY SENIOR CADET

**SIGNED**

**NAME**

**RANK/RATE**

**DATE**

**LC 6 FIRE DRILLS AND PREVENTION**

1. What actions should be taken by a cadet discovering a fire in the Unit?

2. What action should all cadets take on hearing a fire alarm?

3. Who is responsible for calling the Fire Brigade?

4. What additional action would you take if you were the senior cadet in charge of a class when hearing a fire alarm?

5. What actions are cadets required to take after evacuating a building?

HAS DEMONSTRATED A GOOD UNDERSTANDING OF THE UNIT FIRE DRILL  
AND IS CONSIDERED RESPONSIBLE AS A SENIOR CADETS TO TAKE CHARGE  
OF A MUSTERING AND REPORTING

**SIGNED**

**NAME**

**RANK/RATE**

**DATE**

**NOTES**

**NOTES**



