

**OTS 409 Navy League Cadet Training Program
LESSON PLAN**

CTS 08 Boatwork and CTS 11 Orienteering

3 Periods

Introduction

OTS 409 is designed to assist officers in the understanding and implementation of the Navy League Cadet Training Program, specifically in the areas of Boatwork and Orienteering. During the periods, time will be allowed for group discussions to allow candidates to share “best practices”

CTS 08 Boatwork

The aim of this subject is to enhance the cadet’s interest in boating and to teach basic skills.

The topics covered in CTS 08 are as follows:

- Passenger Safety
- Hypothermia
- Man Overboard
- Your Boat and the Law
- Planning and Preparation
- Onboard Emergencies
- Sharing the Waterways
- Navigation Aids

3.1 – Passenger Safety

Cadets will learn about Personal Flotation Devices (PFD’s) and emergency kits. Time should be spent ensuring all cadets no how to wear the PFD properly. Having the items contained in an emergency kit on hand will help the cadets learn the material in a tactile way. Cadets must be able to properly place the PFD as described in the lesson plan.

3.2 – Hypothermia

This period can be applied similar to a first aid period, with the cadets learning about Hypothermia, and then practicing the treatment methods for both mild and severe hypothermia. Although difficult to portray, cadets must have knowledge of the symptoms, so repetition of the key points is essential for this period. The same principle can be applied to the information on the prevention of hypothermia.

3.3 – Recovering a Person Overboard

At the end of this period, cadets will be familiar with the entire “man overboard” procedure. Ideally, practicing the procedure with a boat on-land will help to facilitate learning. However, if the proper equipment is not available, try the activity in the lesson plan. This material is straightforward, but it is essential that the cadets understand the steps and recognize the proper steps. Stress to the cadets that practicing this exercise on land is quite different than the real experience of a person overboard. A quick and careful reaction is the reaction that should be demonstrated by the cadets.

3.4 – Know Your Boat and the Law

The main goal of this period is to have cadets become familiarized with the different types of safety equipment onboard a small vessel. They should be able to name each item, explain its purpose and application. This is another lesson in which having the actual items on display will greatly assist in the learning process. Failing that, every cadet should receive the handout included with the lesson plan. The terminology included in this lesson is for general knowledge and is not part of the required learning, however, if cadets have the opportunity to gain some practical experience onboard a vessel, they should be encouraged to use the terms listed whenever possible. This is accomplished simply by using the terms correctly when speaking to the cadets.

4.1 Planning and Preparation

This period is relatively simple in terms of its content. The important aspect is to stress that a checklist and trip plan should be completed on every occasion that the vessel heads out onto the water. While moving through each point on the checklist, have a cadet explain why it is important to the overall pre-departure routine. Keep in mind that these not be in any sequential order. The trip plan is also important, but the details of the given example are not. Stress the need to give all of the important information to someone prior to leaving the shore or jetty.

4.2 – Dealing with Onboard Emergencies

This lesson will challenge some cadets as there is a wealth of information. There is no requirement to have the steps of each procedure memorized by the end of the period. In fact, an understanding of each procedure and why it needs to be done will suffice. There will definitely be time after the period in which cadets shall get the opportunity to practice these procedures, again, ideally in a boat on the water (or land). As with the Person Overboard recovery, the reaction of the cadet is just as important as the knowledge of the steps. Stress that “freaking out” or over-reacting makes the situation worse than it needs to be. Cadets can also practice the more common distress signal that require no special equipment.

4.2 – Sharing the Waterways

This intent of this lesson is to educate the cadets on the most basic navigation rules (a.k.a. Rules of the Road) so that they will know how to react when encountering another vessel in the water. They will also be introduced to the most common aids to navigation (i.e. buoys). Although nothing replaces real-life experience, using objects or drawings to represent boats, aids, and shorelines, cadets will at least be given the opportunity to visualize the waterways.

Discussion:

Have the candidates brainstorm ideas for how to reinforce training. Although most periods will not allow for a lot of practice, there are numerous periods in CTS 13 that are designed to incorporate activities that reinforce training.

CTS 11 – Orienteering

The aim of this subject is to enhance the cadet's interest in map reading and to teach basic skills.

The topics covered in CTS 11 are as follows:

- Types of maps
- Map symbols
- Cardinal Points
- Lines of latitude and longitude
- Grid references
- Contour Lines
- Measuring distances on a map

5.1 – Map Reading

At the end of this period, cadets will be able to identify a map and understand how to read it. Although every cadet will have had some exposure to maps, reviewing the uses of maps makes for a good introduction. Quickly review the different types of maps, but don't waste too much time, as we are generally only concerned with topographical maps for this lesson. There is also no requirement to memorize the symbols as long as the cadets have the sheet in front of them. Most of your time should be spent helping the cadets understand the compass rose at least the eight major points. Use reference points in your real-life surroundings to reinforce training.

5.2 – Latitude and Longitude

Because of the complex nature of this topic, use the activities provided or similar ones to help reinforce training. Use the balloons at your own risk. You can be sure that at least one will be popped intentionally. Whenever possible, use actual maps to demonstrate your teaching points. This class can be a lot of fun if the class remains under your control. The goal here is to help the cadets understand the grid concept, and that any location on earth can be located using a large grid.

5.3 – Yet another class in which some may be lost on the concept. Keep the exercises simple by using examples that fall on contour lines and not between. Understanding the height at any point and the difference between steep hills and gradual slopes are what matters most. Measuring distances is rather straight forward, so if they need a challenge, have them measure the distance of a curved line (i.e. a road or river on the map).

Discussion:

Orienteering period 5.4 has been left to the discretion of the instructor as to how it should be applied. At this point, conduct a “best practices” session, and have candidates suggest methods of best using these periods. Ensure that all of the above principles are being applied in any activity that they create. By the end of the period, every candidate will have a great idea to take back to the corps

Conclusion

All officers should have a good grasp of the program, including:

- a) the objectives
- b) the Cadet Training Standards and how each relates to the objectives; and
- c) testing the cadets.

These seminars are important so that officer can come together and share “best practices” which will benefit officers and cadets when it comes to instruction.