

2022

NL Officer Pre-enrollment Training Package

NL 510



Navy League Officer Training and Development Program Pre-Enrollment Training

Introduction

To the Candidate:

Joining the Navy League of Canada as a volunteer is a very rewarding experience. Working with youth is both fulfilling and at times challenging. The decision should not be taken lightly as there is considerable effort needed to ensure the best experience for both yourself and the youth you will be teaching.

Here you will find the necessary information to complete this package. It is important that you read and understand what is being presented. If you have questions – ask. Your instructors will take the time to instruct you in this knowledge and to make sure you progress appropriately.

This package contains the National mandatory portion of the training requirements to be recommended for promotion to the next rank. All requirements as stated for promotion in NL 8 must be fulfilled. Divisional Staff validation of this package is required.

As part of this phase of your training, your Commanding Officer may include other documentation for you to read, which may amplify the subjects within this package.

To the Commanding Officer:

This package is designed to assist you, the Commanding Officer, in training new members of your staff. You will need to assign instructor(s) to teach the material. Information in this booklet is written in non-specific terms to allow Divisions and Corps to accommodate ongoing practices with those provided here.

Corps are not authorized to add or modify this package.

It is incumbent upon your staff to remain current with the material provided in this booklet, as ultimately, you are responsible for your officer's learning this material. You are also required to guide the candidate through the material if requested, and you must verify the completion of certain tasks once they have met the standards of the Navy League of Canada requirements. The more care that you place in the development of your officer, the more satisfied you will be with their performance.

Table of Contents

Section 1 - Introduction to the Navy League of Canada (OTS 511)	1
1. Objectives of the Navy League of Canada	1
2. Cadet Safety Policy	2
3. Short History of the Navy League of Canada	2
4. Divisional system and chain of command	4
5. Navy League Rank Structure	5
6. Officer Structure and Roles within the Corps	7
7. Training Night Routine	8
8. Naval Terminology, Phonetic Alphabet, Numbers and 24-Hour Clock	9
Section 2 - Understanding Youth Issues (OTS 512)	12
1. Introduction	12
2. Bullying	12
3. Materialism	13
4. Parental pressure	13
5. Ethnic Social issues	13
6. Racial and ethnic discrimination	14
7. Time management	14
8. Changing technology	14
9. Gender identity	14
10. Learning Disabilities	15
Dyslexia	15
ADHD	15
Dyscalculia	15
Dysgraphia	15
Dyspraxia	15
Section 3 - Abuse Recognition and Management – Initial Training (OTS 513)	16
1. COMMIT TO KIDS	16
2. EMOTIONAL ABUSE	16
3. PHYSICAL ABUSE	17
Section 4 - Critical Policies (OTS 514)	20
Section 5 - Situational Awareness (OTS 515)	21

Section 1 - Introduction to the Navy League of Canada (OTS 511)

As with most organizations, there is always background information that is necessary so that you understand what the organization is all about. This section gives you that all in one place however there is always more to learn.

1. Objectives of the Navy League of Canada

a. Purposes and objectives:

- To promote an interest in maritime affairs generally throughout Canada
- To prepare, publish and disseminate information and encourage debate relating to the role and importance of maritime matters in the interests of Canada.
- To promote, organize, sponsor, support and encourage the education and training of the youth of the country through Cadet movements and other youth groups with a maritime orientation, and through the provision of recreational opportunities and training, to promote the physical and mental fitness of the boys and girls participating in the Cadet Programs.
- To hold conferences, symposiums, and meetings for the discussion and exchange of views in matters relating to the objects of The League.
- To assist and aid by the establishment of foundations, scholarships or bursaries those who take part in the youth activities of The League for their education and advancement as may be deemed necessary by the National Council of the League.
- To collect, receive invest and hold funds and property from voluntary contributions, subscriptions, gifts, and legacies for the objects of The League, or such of them as the donors may direct.
- To co-operate, as directed by the National council, with any kindred society having either in whole or in part, comparable objects to The League.
- To do all such other lawful things as are incidental or conducive to the attainment of the above objects; provided always that it shall be a fundamental principle to The League that its objects, membership, management and conduct shall be absolutely unconnected with and free from all party politics.

b. Youth and training programs aims and objectives:

- Navy League Cadets are youth aged 9 to 12 years old.
- The Navy League Cadet Corps is a voluntary youth organization whose objective is to give young boys and girls aged 9 to 12 mental, moral and physical training, through the medium of naval and other instructions, with the object of developing principles of patriotism and good citizenship and instilling in them a sense in a Naval environment suited for young people.

2. Cadet Safety Policy

- The well-being and safety of cadets is the first priority of the Navy League Cadet and Sea Cadet Programs.
- Safety Briefings shall be included in all activities where there is a risk to the cadet.
- Cadets shall be encouraged to work in pairs and groups whenever possible.
- Cadets should never be placed in a situation of one-on-one contact with officers or volunteers, except where such contact is unavoidable (i.e. A cadet wishes to make a revelation).

3. Short History of the Navy League of Canada

The first Navy League was formed in Britain in 1895 with the aim of ensuring adequate naval defence for an expanding empire's vast ocean trade routes. It was organized in local Branches in towns and cities around the country with support from people from all walks of life. Expansion abroad quickly followed and the first Branch of the Navy League in Canada was officially established in Toronto on 10 December that year. The Navy League of Canada was formally established by federal charter in 1918. Historically, the purpose of the Navy League was to focus public attention on the importance of the sea. This is reflected in the first Statement of Purpose in the Supplementary Letters Patent issued on 29 October 1971: ***"To promote an interest in maritime affairs generally throughout Canada"***.

Since then, the objects of the Navy League have not changed much, although the emphasis has shifted a bit. The League continues to promote an understanding of maritime affairs and the relevance of the sea, maritime power and sovereignty to Canada's vital interests in trade, offshore resources and the environment. As time passed, the original "Boys' Naval Brigades" developed into Navy League Sea Cadets and then Royal Canadian Sea Cadets, and the Navy League Cadet program developed. In 1941 the Royal Canadian Navy (RCN) became a partner in sponsoring Sea Cadets, and this partnership continues today. The partnership (now exercised by the Department of National Defence (DND) through the Canadian Armed Forces (CAF) has flourished, but it has brought with it ever-increasing requirements for Navy League support of cadets, particularly at the local level - where the Branches do their part.

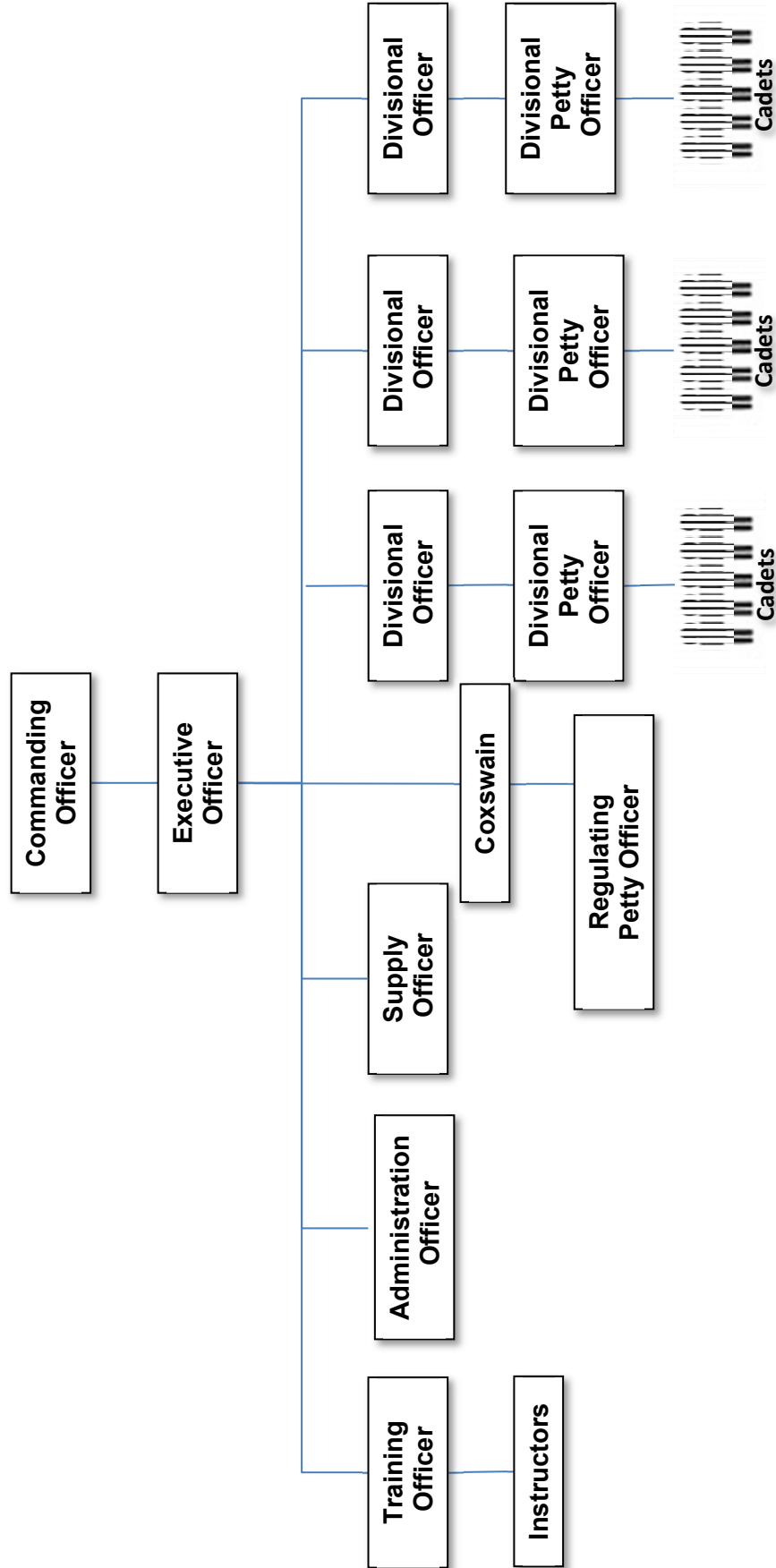
- **1895** - the Navy League formed in Britain with the aim of ensuring an adequate naval defense for the British Empire
- **16 Dec 1895** - first Canadian Branch formed in Toronto
- **1910** - Royal Canadian Navy established
- **1918** - first Canadian Boy's Naval Brigade formed. Federal Charter approved establishing the Navy League of Canada
- **1923** - Boy's Naval Brigade name changed to Sea Cadet Corps
- **1941** - Royal Canadian Navy became a partner in the Royal Canadian Sea Cadet Movement
- **1942** - King George VI agreed to be Admiral, Royal Canadian Sea Cadets
- **1948** - Navy League Cadet program established

- **1950** - Navy League Wrenette program established
- **1995** – 100th Anniversary of the Navy League of Canada celebrated
- **1997** - Last Navy League Wrenette Corps closed (NLWC Centennial)²
- **1998** - The last Wrenette Corps was disbanded. 50th Anniversary of the Navy League Cadet program
- **2020** - Celebrated 125 Years of the Navy League of Canada

The modern Navy League of Canada focuses on three key programs: the Navy League Cadets, the Royal Canadian Sea Cadets and Maritime Affairs.

Navy League Cadet Corps Chain of Command and Divisional System

4. Divisional system and chain of command



5. Navy League Rank Structure

The rank structure within The Navy League of Canada is closely based on the rank structure of the Canadian Armed Forces. Some basic differences that pertain to our structure such as, the use of the rank of Cadet Instructor, Midshipman (NL), and the cadet ranks of Ordinary Cadet, Able Cadet and Leading Cadet.

Cadet Ranks (from most junior to most senior):

- a. Ordinary Cadet (OC);
- b. Able Cadet (AC);
- c. Leading Cadet (LC);
- d. Petty Officer 2nd Class (PO2);
- e. Petty Officer 1st Class (PO1);
- f. Chief Petty Officer 2nd Class (CPO2); and,
- g. Chief Petty Officer 1st Class (CPO1).

What cadet ranks look like:



Ordinary Cadet



Able Cadet



Leading Cadet



Petty Officer
2nd Class



Petty Officer
1st Class



Chief Petty Officer
2nd Class



Chief Petty Officer
1st Class

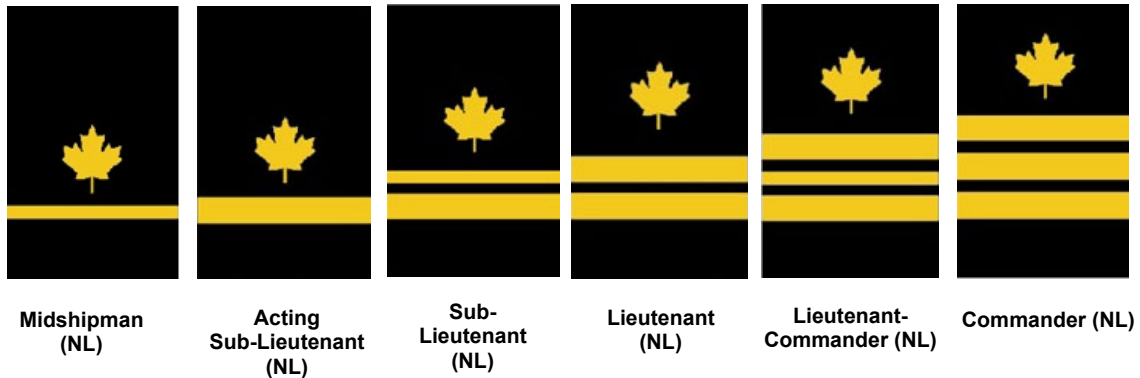
Cadet positions are mostly standard within the Navy League of Canada. These may vary with the number of cadets within the corps.

- a. Coxswain (Cox'n) (this is the most senior cadet within the Corps)
- b. Regulating Petty Officer (RPO)
- c. Divisional Petty Officer (DPO)
- d. Optional (Quartermaster [QM], Messenger [Msgr], Boatswain [Bos'n])

Officer Ranks (from most junior to most senior):

- | | |
|-------------------------------|------------|
| a. Midshipman (NL) | Mid (NL) |
| b. Acting Sub-Lieutenant (NL) | A/SLt (NL) |
| c. Sub-Lieutenant (NL) | SLt (NL) |
| d. Lieutenant (NL) | Lt (NL) |
| e. Lieutenant-Commander (NL) | LCdr (NL) |
| f. Commander (NL) | Cdr (NL) |

What officer ranks look like:



Officer positions are mostly standard throughout the Navy League of Canada. The quantity per Corps and Division may vary with the number of officers within the Corps and the number of Corps within the Division.

Positions within the Corps:

- Commanding Officer (CO) (most senior position in the Corps however may not be the most senior in rank)
- Executive Officer (XO)
- Training Officer (TrgO)
- Administration Officer (AdminO)
- Supply Officer (SupO)
- Range Safety Officer (RSO)

Positions within the Division Staff:

- Division Commander (Div Cdr) (there is only one per Division)
- Division Training Officer (Div TrgO)
- Division Administration Officer (Div AdminO)
- Division Area Officer (DAO)
- Division Range Safety Officer (Div RSO)

The duties and responsibilities of the Officers are explained in NL Officer Terms of Reference.

6. Officer Structure and Roles within the Corps

Within any Navy League Cadet Corps, there are required positions with set roles. Other corps with sufficient adult staff may have additional positions staffed. Regardless of the number of Officers or staff in corps with cadets of both genders enrolled, there *must* be officers or instructors of both genders enrolled. There must be a minimum of one officer, instructor, or parent, of each gender at *all* activities where male and female cadets are present. All Staff require a valid VSS card.

The Commanding Officer of a Navy League Cadet Corps is the immediate supervising Officer of the NLCC Staff. The Commanding Officer will liaise all Corps matters with the Branch President or appointed Branch Chairperson as required.

The Commanding Officer (CO) of a Navy League Cadet Corps (NLCC) is responsible for informing their Branch President for all NLCC matters pertaining to that Corps and for the training and administration of Officers, Cadet Instructors, Volunteers and Cadets serving in that NLCC.

The Executive Officer (XO) of a Navy League Cadet Corps (NLCC) is responsible to the Corps Commanding Officer for the operation of the Corps routine activities and shall act as second in command of the Corps.

The Training Officer (TrgO) shall be responsible to the Corps Commanding Officer (CO) in matters concerning the planning and implementation of the Corps training program.

Administration Officer (AdminO) shall be responsible to the CO for all correspondence, records and files, the maintenance of Corps administration, manuals, and the timely preparation of all reports and forms.

The Supply Officer (SupO) shall be responsible to the Corps Commanding Officer (CO) for the security and care of all material issued to the Corps or purchased by the branch for the Corps. In addition, all donated materials will be similarly accounted for.

Divisional Officer (DO) shall be responsible to the CO, through the XO, for the well-being and development of Cadets in their division.

Band Officer (BandO) shall be responsible to the CO for the training of Band members in music and appropriate drill, and the care and maintenance of instruments; and for the safe custody, issue, return and accounting of all Band stores, equipment, instruments and music

First Aid Officer (FAO) shall be responsible to the CO for ensuring that the Cadets' required medical standards are maintained. Care must be taken to ensure that the First Aid Officer's qualifications are appropriate for the cadet activities, any medical situation anticipated, or the extent of medical advice or activity undertaken. The FAO shall only provide care within the training they were provided and ensure 911 is called if the situation requires.

Additional information can be found in the Terms of Reference of NL Officers.

7. Training Night Routine

Within the corps, the volunteer will be taken through the various routines that make up a normal cadet weekly parade. An example is added below

This should include (but not be limited to): colours and sunset, stand easy, classes and liberty boat.



1800	Colours
1815	Classes – First Period
	New Entry – Uniform Issue
	Ordinary Cadets – Drill
	Leading Cadets – Geoaching
	Petty Officers – Instructional Techniques
	CPO's – Administration Training
1900	Stand Easy
1915	Classes – Second Period
	New Entry – Uniform Upkeep
	Ordinary Cadets – Corps Organization & Ship's Routine
	Leading Cadets – Citizenship
	Petty Officers – Divisional Officer Period
	CPO's – Drill
2000	Sunset
2015	Secure / Liberty Boat

8. Naval Terminology, Phonetic Alphabet, Numbers and 24-Hour Clock

a. Naval Terminology

- i. Living and working on a ship can be quite different than in a house or apartment. This is why the navy uses different words for things and places.
- ii. At cadets, we call the building where we parade in, the “Ship”¹

The following list includes words we use regularly at cadets.

Naval Term	Translation
Aft	In the direction of the stern (rear) of a ship
Aye Aye	Means “order understood and I will follow”
Boatswain’s stores	Storeroom for cleaning gear
Bulkhead	Wall
Colours	Ceremony of hoisting the National Flag
Coxswain	The senior petty officer on a ship
Deck	Floor
Deckhead	Ceiling
Duty watch	Division selected to look after corps preparation and clean up
Flats	Hallways
Fore	In the direction of the bow (front) of a ship
Galley	Kitchen
Gangway	Passageway (like a hallway)
Gash-can	Garbage can
Heads	Toilets
Kye	Hot chocolate
Liberty boat	After being dismissed and free to go “ashore”
Out pipes	A pipe indicating the end of stand easy
Pipe	Sound produced from a Boatswain’s Call: all pipes have meaning
Pipe down	Keep quiet
Port	The left side
Scran locker	Lost and found
Secure	To close up, put away gear
Ship’s company	Refers to all personnel on a ship, or at a corps
Stand easy	A break
Starboard	The right side
Stow	To put away
Sunset	The ceremony of lowering the National Flag

b. Phonetic Alphabet and Numbers

Phonetic Alphabet

- i. The phonetic alphabet is very common in the navy; and is therefore, knowledge of every sailor. The phonetic alphabet is useful when spelling out words that can be misunderstood through the various methods of communication.
- ii. Each letter has a distinctive word associated with it to help distinguish between them.
- iii. "B" and a "D", for example, can be misheard, but "Bravo" and "Delta" cannot.

A	ALPHA	J	JULIETTE	S	SIERRA
B	BRAVO	K	KILO	T	TANGO
C	CHARLIE	L	LIMA	U	UNIFORM
D	DELTA	M	MIKE	V	VICTOR
E	ECHO	N	NOVEMBER	W	WHISKEY
F	FOXTROT	O	OSCAR	X	XRAY
G	GOLF	P	PAPA	Y	YANKEE
H	HOTEL	Q	QUEBEC	Z	ZULU
I	INDIA	R	ROMEO		

Numbers

- i. As with the Phonetic Alphabet above, pronunciation of numbers.
- ii. Ensures that each number has a distinctive way associated with it to help distinguish between them.
- iii. The use of numbers and this way of saying them is very common in the navy and is therefore knowledge of every sailor.

0	ZE-RO	5	FIFE
1	WUN	6	SIX
2	TOO	7	SEV-en
3	TREE	8	AIT
4	FOW-er	9	NIN-er

c. The 12 and 24-Hour Clock

Purpose – Instead of using a 12-hour clock with “a.m.” and “p.m.”, the 24-hour clock uses a four-digit number to represent hours and minutes. This method eliminates the need to distinguish between morning and afternoon.

Example:

1:00 a.m. = 0100

1:00 p.m. = 1300 (the first 2 numbers represent the hour of the day (13) and the last 2 represent the minutes passed in that hour)

Converting from a 12-hour clock to a 24-hour clock

In the Morning (A.M.):	In the afternoon/evening (P.M.):
<p>Drop the “a.m.” and add a “0” before the hour digit if is less than 10 Drop the colon (:) When the hour digits read “12”, subtract 12 from the number. Add “00” at the beginning (i.e. “0030”)</p> <p>i.e. 6:30 a.m. becomes 0630 11:45 a.m. becomes 1145</p>	<p>Drop the “p.m.” Drop the colon Add 12 to the hour digits If the hour is “12”, do not change</p> <p>i.e. 4:13 p.m. becomes 1613</p>

Converting from a 24-hour clock to a 12-hour clock

In the Morning (hours “00” to “11”):	In the afternoon/evening (hours “12” to “23”):
<p>Add the “a.m.” and drop the “0” before the hour digit if it is less than 10 Add the colon (:) When the hour digits read “00”, add 12 to the number</p> <p>i.e. 0910 becomes 9:10 a.m. 1137 becomes 11:37 a.m.</p>	<p>Add the “p.m.” Add the colon Subtract 12 from the hour digits unless you are in the 12th hour</p> <p>i.e. 1828 becomes 6:28 p.m.</p>

Section 2 - Understanding Youth Issues (OTS 512)

1. Introduction

One of the biggest mistakes that adults make is assuming that the life of a youth is carefree with no big problems. - Whatever problems that are very serious to these young people, may be considered minor to adults. It is a major mistake to make that assumption.

One of the common yet extremely difficult problems that the youth in Canada have to deal with is social issues.

Within this are many different categories:

2. Bullying

Thankfully, bullying has become a very important issue that is being recognized as a huge problem for the youth today. For some, it has gone to such levels that some youth have committed suicide because of it. Bullying can come in many different forms but now with recognition of it coming to the forefront, many youngsters don't feel so alone with this problem anymore.

In most countries, bullying has been tackled by programmes and schools to prevent them from harming more people. Bullying comes in several forms and is usually dealt with differently by others. The pain inflicted by this issue can have lifelong effects on the youth's mental health and well-being.

The most common type is the bullying you often see in movies and TV. You'll find that the bullies are often portrayed as big, strong, and naughty. They tend to pick on people who they believe to be weaker than them. In most cases, bullying happens in school but it can happen in the workplace too.

Sometimes, bullying is silent. Some people may not realize that they are being bullied or refuse to accept it due to social stigma. In the worst cases, bullying leads to suicide or self-harm. This resulted in the awareness of the issue, making it one of the most vital ones to prevent and address. Social media is becoming more and more popular as younger people get access to the internet through their mobile phones or laptops. With the need for the internet in education, more young people are exposed to communities that often lay the grounds for bullying to happen.

For example, bullying can come in the form of cyberbullying. This type usually happens when another user posts or comments hateful slurs on someone else's profile. The danger of cyberbullying lies in the fact that users can post hateful slurs anonymously, making it difficult to track the bully. In most cases, this has to do with photos posted on social media profiles or gossip being passed on through chats.

The gossip or hateful slurs can pass on very quickly, exposing the victim to hundreds or even thousands of other users. Cyberbullying can also be a form of blackmail when a racy photo or comment can be used against someone to keep their mouth shut. This type of bullying is harmful to the youth, especially since it concerns private matters that were unwillingly or unwittingly exposed to the public.

Bullying can also happen at home. No matter how subtle a parent disciplines their child, how they do it may cross the line. For example, a simple mistake that is commonly done by parents is to either burst or shout slander against the child for doing something wrong or breaking the rules. If the parent disciplines the child through blackmail or abuse, the trauma can leave lasting effects on the child. They can either lash out their trauma onto someone else, making them the bully as well as the victim.

3. Materialism

This type of social issue starts small but can turn into a way bigger issue that can be difficult to reverse if not monitored. Materialism is widely seen as a personal matter but it is largely influenced by societal norms. The nature of materialism stems from the envy one gets when they don't get what they want. The envy can then turn into hatred, even if the person they are envious of is innocent.

This could result in the loss of respect for one another. The younger generation is exposed to materialistic ideas from social media and television. They can be influenced by figures who live a lavish life and often deliver the wrong message. This then leads to false expectations, making the youth believe that if they don't have what they want or what these figures have, they are not worthy.

It's hard to believe that a person with an expensive watch or phone deserves more respect than someone who doesn't. This is, however, the kind of false expectation the youth faces. If not monitored, their happiness can soon be quantified by material things. Their perception of themselves can be distorted, making them hate anyone inferior to them.

4. Parental pressure

Parents are the first in line when it comes to protecting their children. More often than not, parents only want what is best for their children but if the child wants something other than that, parents often think of it as a problem or failure on their end. When expressed in words, the pressure that comes with meeting the expectations of parents can be harmful to the child.

Parental pressure can lead the youth to believe that pursuing their interests or going for what they want for themselves is ridiculous. Therefore, these pursuits must be suppressed in order to please the parents. In the subject of discipline, parents should stop their children from pursuing things that are harmful to them like drugs or breaking the law. However, if it comes to the child's dreams and aspirations, parents should refrain from pressuring them into doing something that doesn't make them happy.

Parental pressure can happen within siblings. For example, if the parents constantly compare their children to each other or to other children, they may feel insecure or start seeing their siblings or friends as enemies. For the youth, this is especially true to those seeking admission to universities or employment. The constant comparison can lead to hatred and an unhealthy view of workmanship.

5. Ethnic Social issues

Canada is made up of many different ethnic groups. Also, many indigenous youths who have to deal with their own unique challenges. Their social issues are more geared toward having to conform to the way of the elders and balance this with the modern way of living for young people today.

No matter which of the many social issues youth have to deal with, it is critically important that this is recognized and that they feel that they can be open about this. They need support and resources to help them through challenging times. Even peer pressure should be considered to be a major issue for youth that has to be addressed.

6. Racial and ethnic discrimination

This is a prevalent issue that people from all over the world face. Even the biggest nations have several cases where racial and ethnic discrimination are present in industries. The youth are generally bound to meet new people. In Canada, there are many ethnic groups found within provinces and major cities. Many of these groups face racial or ethnic slurs from the people around them.

This type of social issue is perhaps one of the most unique and challenging ones that the youth struggle with today. Even with big initiatives around the world that address this problem, it still exists in many forms. The notion that a certain group of people are far more superior than others based on race or birth is serious. Most people of colour or ethnic minorities struggle with breaking through the barriers in schools, play, and work.

The youth can be influenced by how society treats these minority groups. Even the youth from these groups face their own unique challenges. They are either forced to find opportunities someplace else or are slandered for pursuing a career. Some may even be questioned for their values. This issue can even blow up to something horrific, with murders or suicides inflicted by racial and ethnic discrimination. The youth must be taught that opportunities are given equally and that no one is divided by colour or ethnic identity.

Sometimes ethnicity crosses over to religious issues. Cadets may need special accommodations for this.

7. Time management

This issue may seem small but it has a huge impact on how the youth handles social and economic environments as they grow older. Time management is tested even as early as elementary school when a child decides to pursue many activities or interests. When they get older, more responsibilities can pile up, making it difficult for them to juggle their priorities.

Expectations of society also lead the youth to believe that if they do not meet demands, score well in exams, get a stable job, and maintain a good social life, then they are missing out. However, not everyone can afford all that at the same time. If anything, these expectations can rob the youth of their fun in life. Time management becomes an issue when the youth are pressured into doing so many things at once because they are expected to do so.

Just because they are young does not mean they are more capable of carrying out more responsibilities than adults. If they are to meet the expectations of others, they may never get to enjoy their youth while they still can. Good time management requires the help of their peers and parents who teach them values and rest. There are only 24 hours in a day and the youth deserve more time for themselves than just doing what society expects them to do.

8. Changing technology

This too comes under the umbrella of social issues because the technology the youth have access to today opens up many different social platforms to them. If they happen to be introverted, then they often become targets for not using these platforms. They are almost forced into it just so they can fit in with their peers.

9. Gender identity

What is gender identity? Here are two definitions to start with.

Sex describes biological differences between the female and male genitalia. A child's sex is usually assigned at birth.

Gender describes a person's internal sense of their identity. For example, someone might identify as a woman or girl, non-binary, transgender, a man or boy, gender fluid, or something different.

10. Learning Disabilities

We, the Navy League of Canada, do not wish to suggest that we are authorities in this field. The information here is what has been found through various sources. The best way to learn about this topic is to have a professional give a presentation.

Learning disabilities or learning disorders are umbrella terms for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation and kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently—and this difference affects how they receive and process information.

Simply put, children and adults with learning disabilities see, hear, and understand things differently. This can lead to trouble with learning new information and skills and putting them to use. The most common types of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking.

But the important thing to remember is that most kids with learning disabilities are just as smart as everyone else. They just need to be taught in ways that are tailored to their unique learning styles. By learning more about learning disabilities in general, and your child's learning difficulties in particular, you can help pave the way for success at school, cadets and beyond.

The five most common learning disabilities and their systems (as of Jul 2021):

Dyslexia

It's a condition that makes it challenging to understand text or speech

ADHD

Attention-Deficit/Hyperactivity Disorder. Many children with ADHD are disciplined for misbehaving, but they can't control their actions. ADHD makes it difficult to concentrate, which can lead to one child distracting others around them in a classroom setting.

Dyscalculia

Dyscalculia is more severe because it's diagnosing a learning disability that makes it challenging to understand even the most basic math concepts.

Dysgraphia

Dysgraphia is an affected learning disability that makes it hard to write legibly. Some people with dysgraphia struggle with spoken language to hold a writing utensil comfortably while others lack the spatial awareness needed to produce legible text.

Dyspraxia

Although dyspraxia is a condition that affects someone's motor skills, it still has the potential to hinder affect specific learning. The reason why is because a person with dyspraxia may not be able to hold a pencil or participate by speaking regularly.

Suggested reading for this topic are:

[Learning Disabilities and Disorders - HelpGuide.org](#)

[Prevalence of Learning Disabilities | LDAC-ACTA](#)

[The Top 5 Most Common Learning Disabilities & Their Symptoms - LDRFA](#)

Section 3 - Abuse Recognition and Management – Initial Training (OTS 513)

When you applied to join the Navy League of Canada, you filled out a form NL 301. At the bottom of the form was a statement which read:

“I have received and reviewed the NL 22 Harassment Prevention Policy Summaries”

As you have signed the form, questions will be asked directly from the following NL 22 documents:

- Navy League Harassment Prevention, Workplace Violence and Child Abuse Prevention Policies: a guide to Policies and Procedures
- Child Abuse Prevention Policy Summary
- Harassment Prevention Policy Summary
- Workplace Violence Prevention Policy Summary

Our Role in Navy League:

We can't be expected to be experts in all things, especially Abuse and Harassment, but we do need to know how to act and what signs may be there of various conditions. Further, we have a legal requirement to respond.

Our Actions:

When working with children we can be susceptible to accusations and we, as volunteers, need to know how to handle ourselves in order to avoid such a predicament.

Here are some points to remember.

1. Never be alone with a Cadet.
2. If you need to discipline a Cadet in your office or somewhere private, ensure another officer is present. Or, if this is not possible, make sure you are clearly visible by other staff members.
3. Always make sure there are both female and male Officers present when you have both female and male Cadets present.
4. When fitting Cadets (especially of the opposite sex), they should go to the heads and change and then come back with the uniform on to show you how it fits.
5. If checking a uniform for lint or dust, never try to remove the lint by yourself, instead, point out the object and have the Cadet remove it themselves. The same principle applies when fixing a lanyard.
6. If a Cadet's hair needs fixing, ask the Cadet to do it themselves, do not attempt to fix it yourself.
7. Refrain from such phrases as 'belly in and chest out' when doing drill. Girls are very conscientious of their bodies at this age and this may embarrass them.

1. COMMIT TO KIDS

2. EMOTIONAL ABUSE

When talking about abuse we tend to forget about a type of abuse that is just as harmful as physical or sexual abuse. This is Emotional Abuse. This may well occur at home where we do not see it. But we must always be conscious of acts at the Corps.

Regardless of the individual, a Cadet, a Volunteer, an Officer, we must always use care when speaking with each other. Young children have delicate egos and fragile minds and because of this,

we must be careful how we handle cadets when it comes the time to discipline them. We must never forget how we felt as young children when we had to be disciplined by an adult.

Shouting at a Cadet (other than drill commands) is inexcusable. We must never criticize a Cadet for any reason, in front of other cadets or officers. Never refer to poor exam results or poor performance.

3. PHYSICAL ABUSE

Definition:

- i. Inflicted physical harm.
- ii. Physical harm caused by failure to care and provide for.

Signs & Symptoms:

Bruises	Buttocks, lower back, legs, cheek, ear lobe, neck (choke marks, punches)
Head Injuries	Throwing a child
Abdominal Injuries	Ruptured liver or spleen (children in shock)
Blows to the back	Kidney or bladder injuries
Burns	Children with burns suffer the most serious psychosocial problems. - Permanent scars - Scald burns most common - 2 nd most frequent contact burns such as cigarette burns, iron, stove, and curling irons - Deep round burns (accidental burns not circular and not deep)
Broken limbs	Broken arms most frequent Shoulder injury – from grabbing arm and jerking

Common behavioral characteristics

Situations that suggest abuse:

1. Eye witness reports: Tangible proof, partial confession by parents, confession by child.
2. Unexplained injury: Denies knowing about bruises or injury, avoids discussion about injury.
3. Impossible, inconsistent report: Story does not make sense or changes. Medical report and parents don't match.
4. Alleged self-inflicted injury: Child did it to themselves.
5. Alleged sibling inflicted injury.
6. Delay in seeking medical attention: 1/3 are never brought to the hospital.
7. Overly compliant
8. Withdrawal
9. Very nervous when someone touches them
10. Fear of adults
11. Very aggressive

Possible indicators of child sexual abuse

Although the following are not conclusive indicators of sexual abuse, the presence of one or more is at least a sign that the child may be in need of help.

1. Frequently crying with little or no apparent provocation *
2. Dramatic change in school behaviour *
3. Inability to concentrate
4. Sudden drop in academic performance *
5. Arriving early at school and leaving late, with few absentees, or opposite — extreme truancy
6. Aggressive, destructive, hostile, disruptive behaviour
7. Learning disabilities
8. Non—participation in school and extra—curricular activities
9. Chronic depression and/or anxiety
10. Excessive fear of males/females being touched, going home
11. Evidence of “bribes”
12. Indication of age—inappropriate sexual knowledge (reflected in drawings, verbal statements, play with peers)
13. Hints about sexual activity
14. Seductive behaviour with males (in cases of male offender and female victim)
15. Overly—compliant behaviour
16. Poor self—image
17. Evidence of poor overall care
18. Regressive behaviour (or act 13 years when only 7)
19. Compulsive lying and/or confusion with regard to personal reality
20. Withdrawal *
21. Phobias
22. Self-destructive behaviour such as alcohol *abuse*. Self-mutilation, being accident—prone *
23. Suicide threats or attempts *
24. Running away from home *
25. Compulsive seeking of affection and attention
26. Parent report of molestation by a stranger
27. Lack of trust of adults
28. Nightmares and sleep disturbances (may be indicated the classroom by chronic fatigue)
29. Physical complaints with no apparent somatic base, ex. frequent stomach aches, persistent sore throats, etc.
30. Difficulty making friends (family also isolated)
31. Pregnancy
32. Promiscuity *
33. Adolescent prostitution
34. Irritation, pain or injury to the genital area *

A sudden change in a Cadet’s behaviour, marks or attendance does not always mean they have been abused. There are other factors that should be looked at, BUT, if a Cadet does come to you and wants to talk there are some things that you must keep in mind.

If a Cadet wishes to speak to you but wants you first to promise never to tell anyone what he/she has said, tell them that you cannot make that promise but you will do what is right. You must not feel that it is up to you alone to solve a problem.

Finally:

What can and must you do?

The point here is being as honest as you can with the cadet. You may not say what they want to hear and at first they may not be very receptive or trusting of you but in the long run they know who will tell them the truth and be upfront with them and at this stage it is very important.

Be a good listener. Don't judge what the Cadet has to say and this is not the time to try and investigate by asking the Cadet a million and one questions.

Disclosing abuse is not always cut and dry, a Cadet may give you subtle hints every now and then. If this is the case, wait for them to come to you. Don't push them into something that they are not ready to talk about. They will talk to you when they feel comfortable.

You are required by law to report incidents of abuse or suspected abuse.

Is your Corps prepared to handle an abusive situation?

What do you need in order to feel competent in this area?

Section 4 - Critical Policies (OTS 514)

This section is the introduction to the manuals that guide the Members of the Navy League of Canada. Questions will be asked directly from the following documents.

~~NL-8~~– Navy League Cadet Regulations

Cadet Regulations consist of all of the regulations made with the authority of the National Board of Directors and promulgated through the National Office as directed by the National Cadet Committee. Para 1.6

There are multiple sections and Annexes within this document however the main sections of interest to a Navy League Officer are:

- Section 1 - Introduction and Definitions
- Section 2 - Organization and Administration specifically - Paras 2.6, 2.11 and 2.12
- Section 3 - Corps Complements
- Section 4 - Navy League Cadet Officers and Instructors - specifically Paras 4.1, 4.4, 4.8.06.a, 4.13, 4.16

~~NL-21~~– Administrative Orders

There are multiple sections and Annexes within this document however the main sections of interest to a Navy League Officer are:

- Section 2 – Personnel specifically – Paras 2.01, 2.03, 2.05
- Annex A – Harassment and Abuse Prevention Policy
- Annex B – Cadet Safety Policy
- Annex G – Navy League Volunteer Screening Policy
- Annex H – Conflict Management – Sample Procedure
- Annex I – Navy League Conflict Management Documentation

~~NL-22~~– Harassment, Workplace Violence and Child Abuse Prevention Policies

~~NL-23~~– Social Media Guidelines

~~NL-24~~– Purposes and Objects of The Navy League of Canada

~~NL-64~~– Branch-Navy League Cadet Relationship Guide

~~NL-410~~– NLC Dress Regulations

Section 5 - Situational Awareness (OTS 515)

This section is reliant on the Commanding Officer to ensure that you are properly informed of all policies, safety guidelines and any other information that would affect your actions when working with the Navy League of Canada in the immediate area you are located in.

Some of the policies could be how to contact the police, fire or ambulance services or safety guidelines could be when at a camp, do we have a lifeguard?