National Defence
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ROYAL CANADIAN SEA CADETS

PHASE FIVE
QUALIFICATION STANDARD AND PLAN

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-605/PG-002.

Issued on Authority of the Chief of the Defence Staff

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LIST OF EFFECTIVE PAGES

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Contact Officer: D Cdts 3-2-4 – Sea Cadet Program Development Staff Officer

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FOREWORD AND PREFACE

1.   **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-605/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*, and is issued on the authority of the Chief of Defence Staff.

2.   **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the Canadian Forces Individual Training and Education System A-P9-050 Series, *Manual of Individual Training and Education*, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).

3.   **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase Five, as outlined in CATO 31-03, *Sea Cadet Program Outline*.

4.   **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Program Development Staff Officer (D Cdts 3-2-4) or by e-mail to sea.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

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CHAPTER 1

GENERAL

AIMS

1.   The aim of the Cadet Program (CP) is to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).

2.   The aim of Phase Five is to provide a Sea Cadet with the theoretical knowledge and practical experience required to participate in corps activities and appointments as an activity leader.

PROGRAM MISSION AND PARTICIPANT OUTCOMES

3.   The mission of the CP is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.

4.   CP participant outcomes are the benefits for the cadet during and / or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition and status. The five outcomes of the CP are:

    a.   emotional and physical well-being;

    b.   social competence;

    c.   cognitive competence;

    d.   proactive citizenship; and

    e.   understanding the CF.

5.   The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

OUTLINE OF TRAINING

6.   Phase training is a directed program carried out at the corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training.

7.   Each phase level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PROGRAM DESIGN

8.   Phase Five has been designed:

    a.   assuming that the majority of Phase Five cadets are between 16 and 18 years of age;

    b.   assuming that the majority of cadets have successfully completed Phase Four;

    c.   considering that youth at this age have increased demands on their time outside of the CP such as work, school, sports and other extracurricular activities;

d.   considering that these cadets are now taking on much more responsibility with regard to the operation of their corps including instruction, planning, organizing and conducting corps activities and working in admin, supply, etc;

e.   using age-appropriate learning strategies;

f.   using 30 minutes as a standard period of instruction;

g.   by providing a programming mix consisting of limited mandatory and more flexible complementary training including on-the-job training where the cadet is assigned duties to aid in the delivery of the local cadet program and independent learning where the cadet seeks out practical opportunities to develop their own knowledge and skills;

h.   including training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and

i.   assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

PERFORMANCE OBJECTIVES

9.   The following are summaries of the POs common to all elements of the CP (allocated POs numbered 501 to 519) and the POs specific to Phase Five:

a.   **Citizenship.** PO 501 – Explain Global Citizenship

   (1)   The aim of Phase Five citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.

   (2)   Phase Five citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.

b.   **Community Service.** PO 502 – Perform Community Service

   (1)   The aim of Phase Five community service is to encourage the cadet to be an active citizen through participation in local community service activities.

   (2)   Phase Five community service contributes directly to the achievement of the program aims of developing the attributes of good citizenship and leadership, and the participant outcome of proactive citizenship and social competence.

c.   **Leadership.** PO 503 – Lead Cadet Activities

   (1)   The aim of Phase Five leadership is to provide the cadet with knowledge and skills to practice activity leadership during naturally occurring leadership assignments, structured leadership appointments, and a team project.

   (2)   Phase Five leadership contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence.

d.   **Personal Fitness and Healthy Living.** PO 504 – Adopt an Active Lifestyle

    (1)   The aim of Phase Five personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to an active lifestyle.

    (2)   Phase Five personal fitness and healthy living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.

e.   **General Cadet Knowledge.** PO 507 – Serve in a Sea Cadet Corps

    (1)   The aim of Phase Five general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Sea Cadet Program and prepare the cadet for Phase Five assessment of learning requirements.

    (2)   Phase Five general cadet knowledge contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and stimulating an interest in the activities of the CF and the participant outcomes of proactive citizenship and understanding the CF.

f.   **Instructional Techniques.** PO 509 – Instruct Cadets

    (1)   The aim of Phase Five instructional techniques is to refine the cadet's skills in instructing a 30-minute lesson.

    (2)   Phase Five instructional techniques contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship through the ability to express thoughts and ideas and to the participant outcome of social competence through effective interpersonal communication skills.

g.   **Personal Development.** PO 513 – Attend Workshops

    (1)   The aim of PO 513 (Attend Workshops) is to provide the cadet with professional development to enhance common training skills. Workshops are intended to provide the opportunity for cadets to participate in consolidated training with peers from different corps and squadrons on a variety of topics related primarily to leadership and instructional techniques.

    (2)   PO 513 (Attend Workshops) contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence.

h.   **Personal Development.** PO 514 – Pursue Individual Learning

    (1)   The aim of PO 514 (Pursue Individual Learning) is to provide the cadet an opportunity to pursue a Sea Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Course Officer and Corps Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

    (2)   PO 514 (Pursue Individual Learning) contributes to the CP mission of contributing to the development and preparation of youth for the transition to adulthood.

    i.   **Canadian Navy and Maritime Community.** PO 520 – Describe Aspects of the Canadian Naval and Maritime Community

        (1)   The aim of Phase Five Canadian Navy and maritime community is to expand the cadets' knowledge of the Canadian Navy and its role in the Canadian Forces (CF) as well as introducing the role of the CF in international institutions.

        (2)   Phase Five Canadian Navy and Maritime Community contributes directly to the program aim of stimulating an interest in the sea activities of the CF, and the participant outcome of understanding the CF.

    j.   **Ropework**. PO 521 – Complete a Ropework Project

        (1)   The aim of Phase Five ropework is to provide cadets with additional ropework skills that can be applied during seamanship activities such as small craft operation, ship's operations and other nautical training.

        (2)   Phase Five ropework supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of vessels. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

    k.   **Ship's Operations.** PO 523 – Serve in a Naval Environment

        (1)   The aim of Phase Five ship's operations is to provide cadets with some basic marine navigation knowledge and skills.

        (2)   Phase Five ship's operations supports Sea Cadet on-water operations and routine corps functions by providing the knowledge and skill set required to carry out their duties as a member of a ship's company. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

ON-THE-JOB TRAINING (OJT)

10.   OJT is a structured yet flexible aspect of training intended to provide the cadet with practical opportunities to continue developing knowledge and skills in the areas of leadership and instructional techniques. Infusing OJT into Phase Five provides the cadet with authentic and challenging leadership and instructional experiences. Phase Five OJT contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence. Details regarding Phase Five OJT are further outlined in Chapter 2 and Chapter 3.

METHOD OF ACHIEVING OBJECTIVES

11.   The majority of Phase Five POs are skill-related. Skills are acquired through practical periods of instruction and practice. To achieve the POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of training:

    a.   Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.

b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.

c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.

d. Ensure leadership assignments, appointments and group projects are clearly outlined to the cadet with clear measurable expected outcomes.

e. Provide the cadet with a minimum of two weeks notice to prepare for the periods of instruction they will present.

f. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

TRAINING PREREQUISITES

12. To participate in Phase Five, youths must be members of a corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

USE OF THE QSP

13. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet as Phase Five. This QSP shall also be used by the D Cdts & JCR as the primary reference for validation of Phase Five qualification training.

14. Phase Five shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-605/PF-001, *Royal Canadian Sea Cadets Phase Five Instructional Guides*, A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook* and A-CR-CCP-900/PF-001, *Canadian Cadet Organization Phase Five / Master Cadet / Proficiency Level Five Workshop Facilitation Guide*.

15. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cdts 3, Senior Staff Officer Youth Programs Development, NDHQ.

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CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1.   The Managing Authority for the Sea Cadet Phase Training Program is the D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

    a.   Royal Canadian Sea Cadet Corps (RCSCC); and

    b.   Technical TEs, such as:

        (1)   sail centres; and

        (2)   other zone, detachment or regional TEs as authorized by the RCSU CO.

TRAINING DETAILS

2.   In accordance with CATOs 11-04, *Cadet Program Outline* and 31-03, *Sea Cadet Program Outline*, the phase training is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. Phase Five is divided into three compulsory components that must be completed by all cadets. These components are:

    a.   **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Phase Training Program. Mandatory training consists of periods allocated to provide cadets with the front-end knowledge they will require to participate in OJT and satisfy the Assessment of Learning Plan (Chapter 3, Annex B). Phase Five Mandatory Training includes two POs unique to this training level:

        (1)   **PO 513 (Attend Workshops).** The cadet shall attend two days of tri-elemental workshops planned and conducted by the RCSU to enhance the cadet's skills, primarily but not exclusively, in leadership and / or instructional technique; and

        (2)   **PO 514 (Pursue Individual Learning).** The cadet shall select a specialization component from a Sea Cadet Program activity / program area and demonstrate that they have dedicated extra time and effort toward bettering their own skills and / or contributing to that program area.

    b.   **Complementary Training.** Complementary training is a scheme of activities that is requisite for the corps to conduct and for cadets to accomplish in order to complete the phase training. These activities complement mandatory activities and form an integral part of the phase training. Complementary packages are designed to be self-directed (self study) and three periods (90 min) in length. The cadet shall be required to complete a minimum of three complementary packages of which a minimum of one package shall be elementally-specific content (POs numbered 520 or higher). While the packages are self study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages, eg, on a parade night when the cadet is not scheduled to instruct or lead an activity. However, there is nothing precluding a cadet from completing additional self study packages at any time, should they choose to do so.

    c.   **OJT.** OJT is a structured but flexible activity intended to provide the cadet with practical opportunities to continually develop knowledge and skills in the areas of leadership and instructional techniques. OJT is described in more detail in Chapter 4.

3.   **Duration of Training.** Phase Five is programmed to be conducted over two training years consisting of sixty sessions (three periods per session) and two training days / one weekend (nine periods per day). Cadets may also participate in training days / weekends in support of other levels of the phase training. Phase Five shall commence in September of the year following Phase Four, provided a cadet has qualified Phase Four or been granted a waiver.

4.   **Phase Five Assessment at the CSTC.** Because Phase Five spans two training years, an opportunity exists for cadets to complete some components of the Assessment of Learning Plan, Chapter 3 Annex B, at a CSTC. Such opportunities are outlined in the Assessment of Learning Plan and are amplified in the individual assessment instructions.

5.   **Phase Five Training Outline.** The distribution of mandatory, complementary and on-the-job training in Phase Five is as follows:

    a.   Mandatory Training:

        (1)   Sixteen periods of instruction to be conducted during training sessions or days; and

        (2)   Four regionally organized / conducted workshops;

    b.   Complementary Training: Nine periods of self study to be conducted during training sessions or days; and

    c.   All other time available within the thirty sessions and ten days construct of the corps program is allocated to OJT and completion of the different components of the Assessment of Learning Plan, Chapter 3 Annex B.

6.   **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation is located at Chapter 2, Annex A. Total period allocation by PO is as follows:

Topic	PO No.	Performance Objective	Mandatory Periods	Complementary Periods
Citizenship	501	Explain Global Citizenship	2	6
Community Service	502	Perform Community Service	-	-
Leadership	503	Lead Cadet Activities	6	3
Personal Fitness and Healthy Living	504	Adopt an Active Lifestyle	2	3
General Cadet Knowledge	507	Serve in a Sea Cadet Corps	3	9
Instructional Techniques	509	Instruct Cadets	-	3
Personal Development	513	Attend Workshops	-	-
Personal Development	514	Pursue Individual Learning	-	-

Canadian Navy and Maritime Community	520	Describe Aspects of the Canadian Naval and Maritime Community	-	3
Ropework	521	Complete a Ropework Project	-	3
Ship's Operations	523	Serve in a Naval Environment	-	9
Annual Ceremonial Review (ACR)	N/A	N/A	3	-
		Total	**16**	**39**

7. **Training Capacity.** The training capacity is limited to the capacity of the corps to meet supervision requirements in accordance with CATO 13-12, *Supervision of Cadets*, and in some cases to established quotas.

8. **Training Staff Requirements.**

   a. Corps Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt(N)	00232-01	1	Minimum: Captain Qualification; or CIC Intermediate Officer Qualification Preferred: CIC Senior Instructor; and CIC Training Officer (Corps / Squadron)

   b. Phase Five Course Officer (Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
A/SLt / SLt	00232-01	1	Minimum: Basic Officer Qualification; or CIC Basic Military Occupational Qualification Preferred: Military Occupation Course (Sea); or CIC Basic Military Officer Qualification (Sea)

   Note: This position may also be filled by a NCdt should circumstances warrant.

9. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, *Water Safety Orders*) and by local circumstances, which will also influence the structure for instructional or training support cadre(s). Technical specialists required in support of Phase Five are:

   a. Regionally recognized facilitation staff in support of PO 513 (Attend Workshops); and

   b. Specialists, as required, to mentor cadets in support of PO 514 (Pursue Individual Learning).

RESOURCE REQUIREMENTS

10.   RCSU COs are responsible for ensuring that required equipment and supplies are available. The resources required in support of mandatory lessons are limited to the equipment used for the Cadet Fitness Assessment and normal presentation aids. Some complementary self-study packages do have specific resource requirements and the Crse O should refer to the associated instructional guides for specific details.

TRAINING ADMINISTRATION

11.   **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.

12.   **Reports.** The Trg O should maintain a training file on each cadet to record their progress during the training year. The training file should consist, as a minimum, of a Phase Five Qualification Record (Chapter 3, Annex C). Training files are temporary documents, which may be disposed of upon migration of the Phase Five Qualification Record to the DND 2399, *Cadet Personnel Record*.

13.   **Phase Five Logbook.** As Phase Five is intended to be largely self-directed in nature, A-CR-CCP-605/ PW-001, *Royal Canadian Sea Cadets Phase Five Logbook*, is provided to the cadet as a tool to help guide and track their progress. The content of A-CR-CCP-605/PW-001 consists of a summary of pertinent information regarding OJT and requirements of the Assessment of Learning Plan and Assessment Instruments (Chapter 3, Annex B).

QUALIFICATION

14.   The Phase Five qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

RELATED DOCUMENTS

15.   This QSP is to be used in conjunction with:

   a.   CATOs;

   b.   A-CR-CCP-605/PF-001, *Royal Canadian Sea Cadets Phase Five Instructional Guides*;

   c.   A-CR-CP-900/PF-001, *Canadian Cadet Organizations Phase Five / Master Cadet / Proficiency Level Five Workshop Facilitation Guides*; and

   d.   A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook*.

OJT

16.   For the cadet to be successful in the qualitative assessments related to the performance objectives for leadership and instructional techniques, the cadet must be provided with adequate programmed opportunities to prepare and practice skills.

17.   To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the program cannot apply. The cadet will participate in authorized sessions and training days / weekends with the cadet corps, within the 30 sessions and 10 day construct of the corps / squadron program. All time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan, Chapter 3, Annex B. In addition, a cadet may be selected to participate in additional OJT opportunities, such as:

   a.   optional training activities,

b. regionally conducted RDA / NDA activities, and / or

c. technical TE conducted activities.

18. Under the supervision of the Crse O, or designated representative, the cadet completing OJT will be responsible for performing a variety of leadership appointments, assignments and projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. While the unique nature of each cadet corps will dictate the exact OJT experience a cadet will have. At a minimum, the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan, Chapter 3, Annex B.

19. The nature of the tasks assigned during OJT should be consistent with the abilities and the areas of interest demonstrated by the cadet. The cadre of senior cadets at a cadet corps should not be viewed as a hierarchy, but as a team of competent young people where each cadet is assigned tasks suited to their particular skills. Involving the cadets in the assigning of tasks and clearly and fairly distributing OJT tasks based on the cadet's time commitment and skills will help to build a strong leadership team at the cadet corps.

20. Cadets participating in OJT are undertaking training to develop leadership and instructional skills. It is unrealistic to expect perfect performance from cadets under training. Mistakes will occur and each should be viewed as a teachable moment to help the cadet learn from the experience and improve in the future. The Crse O has a responsibility to ensure that realistic expectations of performance are communicated and that the cadet feels they are in a safe environment in where making a mistake is an accepted part of the learning process.

SPECIAL INSTRUCTIONS

21. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. Some things to consider when developing the annual training schedule are:

a. the combination of scheduling individual OJT and complementary training self study and collective mandatory training;

b. the requirement to complete EO M507.01 (Develop a Personalized Schedule) in the first few sessions of the training year to ensure cadets understand the requirements of Phase Five;

c. the requirement to complete mandatory periods in PO 503 (Lead Cadet Activities) early in the training year to ensure cadets are prepared for the requirements of project management;

d. the benefits of completing EO C507.04 (Reflect Upon the Cadet Experience), if selected, near the conclusion of Phase Five;

e. the requirement for the cadet to complete three complementary training self study packages, with the option to complete more if the cadet desires, to include a minimum of one elemental EO;

f. the option of grouping cadets together to guide the cadets through a complementary training self study package, replacing short answer questions with group discussion;

g. the requirement to structure OJT time such that the cadet has adequate time to plan and prepare for PO 503 (Lead Cadet Activities) and to complete the requirements of Chapter 3, Annex B (Assessment of Learning Plan – Phase Five);

h. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and

i. the availability of a technical specialist, if required to conduct the activity.

22. **Training Days / Weekends**:

    a.   The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.

    b.   Cadets participating in Phase Five training shall participate in all approved training days / weekends.

    c.   The planning and conducting of PO 513 (Attend Workshops) is the responsibility of the RCSU. Cadets are to be given adequate warning of scheduled workshops to allow them to submit their names for workshops that interest them from a range of options.

    d.   Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.

REFERENCES

23.   A list of references used in this QSP is located at Chapter 2, Annex B.

ANNEX A

PHASE FIVE TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
501	Explain Global Citizenship	M501.01	Define Global Citizenship	2
		C501.01	Reflect on Individual Global Citizenship	3
		C501.02	Analyze a Global Issue	3
			PO 501 – Total Mandatory	**2**
			PO 501 – Total Complementary	**6**
502	Perform Community Service	502 PC		0
			PO 502 – Total Mandatory	**0**
			PO 502 – Total Complementary	**0**
503	Lead Cadet Activities	M503.01	Create a Proposal	1
		M503.02	Prepare an Exercise	3
		M503.03	Conduct an Exercise	1
		M503.04	Conclude an Exercise	1
		503 PC		0
		C503.01	Examine Meeting Procedures	3
			PO 503 – Total Mandatory	**6**
			PO 503 – Total Complementary	**3**
504	Adopt an Active Lifestyle	M504.01	Participate in the Cadet Fitness Assessment	2
		M504.02	Update Personal Activity Plan	0
		M504.03	Evaluate Personal Activity Plan	0
		504 PC		0
		C504.01	Examine the Use of Technology in Physical Fitness Activities	3
			PO 504 – Total Mandatory	**2**
			PO 504 – Total Complementary	**3**
507	Serve in a Sea Cadet Corps	M507.01	Develop a Personalized Schedule	3
		C507.01	Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer	3
		C507.02	Identify Volunteer Opportunities With the Navy League of Canada (NLC)	3
		C507.03	Reflect Upon the Cadet Experience	3
			PO 507 – Total Mandatory	**3**
			PO 507 – Total Complementary	**9**
509	Instruct Cadets	509 PC		0
		C509.01	Monitor Instruction	3
			PO 509 – Total Mandatory	**0**
			PO 509 – Total Complementary	**3**
513	Attend Workshops	513 PC		0
			PO 513 – Total	**N/A***

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
514	Pursue Individual Learning	514 PC		0
			PO 514 – Total	**N/A***
520	Describe Aspects of the Canadian Naval and Maritime Community	C520.01	Examine Canadian Naval and Maritime Educational and Career Opportunities	3
			PO 520 – Total Mandatory	**0**
			PO 520 – Total Complementary	**3**
521	Complete a Ropework Project	C521.01	Complete a Ropework Project	3
			PO 521 – Total Mandatory	**0**
			PO 521 – Total Complementary	**3**
523	Serve in a Naval Environment	C523.01	Examine Naval Customs and Traditions	3
		C523.02A	Plot a Fix	3
		C523.02B	Complete a Fixing Paper	3
			PO 523 – Total Mandatory	**0**
			PO 523 – Total Complementary	**9**
			Annual Ceremonial Review	3
			Mandatory Training Day / Weekend Activities	N/A**
			Complementary Training Day / Weekend Activities	N/A**
			Total Mandatory	**16**
			Total Complementary	**39**
			Total OJT	**101*****

Normal period allocation does not apply. Time requirements are based on selected activities.

**Normal period allocation does not apply. Cadets may attend some or all activities as part of their OJT.

***Reflects remaining period allocation from 30 sessions and 10 days construct. Does not reflect OJT that takes place during optional training or RDA / NDA activities.

ANNEX B

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CHAPTER 3

CADET EVALUATION

PURPOSE

1.   The purpose of this chapter is to outline the specific evaluation requirements for achievement of Phase Five qualification.

LEARNER EVALUATION

2.   A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1* defines learner evaluation as, "the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation)."

3.   Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through formative evaluation, the instructor can: identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information. Formative evaluation may also include opportunities for cadets to practice using Performance Checks (PCs) employed in summative evaluation. Details for assessment for learning are outlined within the applicable lesson specifications located in Chapter 4.

4.   Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs, or critical EOs (those deemed prerequisites to further individual training and education) and are used at the end of a phase of instruction. Details for assessment of learning are detailed within this chapter.

CADET EVALUATION DESIGN AND DEVELOPMENT

5.   Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the CCO.

6.   Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

7.   The following fundamental assessment principles shall guide the conduct of Phase Five assessment activities:

    a.   in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;

    b.   in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;

    c.   assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;

    d.   the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;

e.   the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and

f.   the cadet shall actively, consistently and effectively communicate with others about their learning progress.

CP DEVELOPMENTAL PERIODS (DPs)

8.   The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

9.   A DP is a time frame, during a cadet's progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.

10.   Progressive training levels and associated learning objectives distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

11.   The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

CADET ASSESSMENT OF LEARNING PLAN

12.   The Assessment of Learning Plan located at Chapter 3, Annex B, provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Phase Five qualification. The Assessment of Learning Plan will:

a.   provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;

b.   identify the learning target(s) associated with the PO and / or EO being assessed, to include:

    (1)   **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;

    (2)   **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;

    (3)   **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;

    (4)   **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or

    (5)   **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification; and

c.   identify the assessment method(s) that best matches PO and / or EO learning targets, to include:

    (1)   **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to

generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;

(2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;

(3) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or

(4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

13.   Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at Chapter 3, Annex B, Appendices 1–6.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

14.   No additional cadet evaluations, eg, theory tests or performance checks, are to be used to determine Phase Five qualification eligibility. Therefore, these national standards are not to be supplemented with additional regional and / or local standards.

OJT ASSESSMENT FOR LEARNING

15.   There is no formal assessment tool associated with OJT. However, the assessment instruments used for assessment of learning for PO 503 (Lead Cadet Activities) and PO 509 (Instruct Cadets) may be used for assessment for learning during OJT. Additionally, the Crse O is expected to monitor the progress of the cadet as outlined in Chapter 3 to include regular feedback on OJT performance. When providing feedback on OJT performance review with the cadet the following:

a.   the tasks the cadet was assigned to complete since the last feedback session;

b.   the cadet's feedback on how they felt they did in the accomplishment of those tasks;

c.   the cadet's performance in completing the tasks assigned, identifying one or two areas where the cadet could improve and several areas where the cadet has done well or shown improvement;

d.   the cadet's attendance and the cadet's schedule over the next reporting period; and

e.   the cadet's short- and long-term goals with the cadet corps.

16.   The cadet shall contribute to the feedback session by completing a self-assessment of their performance in their various leadership and instructional roles since their last feedback session and being prepared to discuss their development and experience.

17.   To aid in continuity between feedback sessions, the Crse O should maintain notes on the progress of the cadet and areas identified where the cadet could improve. It is recommended that feedback sessions being conducted at a minimum of once every two months.

APPROVAL OF ACTIVITY PLANS

18.   Unique to Phase Five, the cadet will have to complete some requirements of the Assessment of Learning Plan, Chapter 3, Annex B, as self-directed performance outside of normal authorized cadet activities. In such cases, the Crse O and cadet shall agree on an activity plan to be followed. The corps Commanding Officer shall be the approving authority for all activity plans.

PHASE FIVE QUALIFICATION STANDARD

19.   The minimum standard for Phase Five qualification is:

   a.   Phase Four qualified;

   b.   60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and

   c.   successful completion of each PO as outlined in the Phase Five Qualification Record located at Chapter 3, Annex C.

20.   There is no minimum or maximum timeframe in which the cadet must achieve Phase Five. Normally a cadet will be capable of achieving Phase Five in less than the two years allocated to the training level and may be awarded the Phase Five qualification at that time. However, there shall be no penalty assigned to a cadet who requires additional time to complete Phase Five.

RECOGNITION OF ENHANCED PROFICIENCY ACHIEVEMENT

21.   Certain POs within the Assessment of Learning Plan allow for recognition of an enhanced proficiency level of achievement. The assessment instructions for the applicable PCs outline how proficiency levels are achieved and recorded on the Phase Five Qualification Record, Chapter 3, Annex C. This information highlights a cadet's strength(s) within the achievement of the qualification. The following definitions differentiate baseline proficiency and enhanced proficiency levels of achievement:

   a.   **Baseline Proficiency.** A cadet achieves baseline proficiency by demonstrating the performance standard outlined in the applicable PO; and

   b.   **Enhanced Proficiency.** A cadet achieves enhanced proficiency by exceeding the performance standard outlined in the applicable PO.

CADETS NOT MEETING THE QUALIFICATION STANDARD

22.   A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the Assessment of Learning Plan and associated assessment instruments, Chapter 3, Annex B, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the corps.

23.   Where a cadet requires more than two training years to achieve the qualification standard, the CO may grant additional training time to the cadet. All POs achieved up to that point shall continue to be recognized. In such a case, the attendance requirement shall be calculated based on the most recent 12 months of attendance. Cadets may not receive a waiver for any Phase Five PO requirements.

RECORDING AND REPORTING CADET ACHIEVEMENT

24.   The progress of each cadet shall be recorded on the Phase Five Qualification Record, located at Chapter 3, Annex C, which is also used to determine successful completion of Phase Five qualification. COs are responsible for ensuring the results are recorded on each cadet's DND 2399, *Cadet Personnel Record*.

PHASE FIVE CERTIFICATE OF QUALIFICATION

25.   The CF 558, *Cadet Certificate of Qualification* (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase Five qualification.

UPGRADING OF PROFICIENCY ACHIEVEMENT

26.   The timeframe for completion of Phase Five is flexible, allowing a cadet who has qualified Phase Five the option to pursue the upgrading of any assessment result at any time following achievement of the qualification standard. Therefore, as an example, subsequent to the awarding of the Phase Five qualification Cadet Certificate of Qualification, a cadet could choose to pursue enhanced proficiency in a PO in which they had previously achieved baseline proficiency. If successful, the higher standard would replace the previous achievement on the *Phase Five Qualification Record*.

MONITORING CADET PROGRESS

27.   Cadets must meet the standard of behaviour and conduct expected from all cadets. The Crse O during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.

28.   The Crse O shall meet formally and informally with cadets throughout the training year to discuss the cadet's progress toward Phase Five qualification (assessment for learning) and to provide feedback on overall performance. The Crse O will meet with each cadet at the end of Phase Five training to review and verify the completed A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook* and Chapter 3, Annex C, *Phase Five Qualification Record*. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

29.   Frequent absences from mandatory and complementary training that could result in the cadet not meeting the minimum standard for Phase Five qualification must be addressed in accordance with CATO 15-22, *Conduct and Discipline – Cadets*.

TRAINING COUNSELLING SESSION

30.   A training counselling session is used when a cadet is having difficulties progressing toward Phase Five qualification and an intervention is required to set goals for corrective action and / or remedial instruction. These counselling sessions focus on training-related issues. The Trg O is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in Chapter 3, Annex E and the Training Counselling Session Form is located at Chapter 3, Annex E, Appendix 1.

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ANNEX A

CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

Developmental Period (DP)	Developmental Period 1 (DP1)		Developmental Period 2 (DP2)		Developmental Period 3 (DP3)
Ages	12 - 14		15 - 16		17 - 18
Years	Y1	Y2	Y3	Y4	Y5+
DP Overview	*Learning in the CP is designed around three progressive DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.*				
Age-Appropriate Learning	**Experience-based**		**Developmental**		**Competency**
DP Description	*The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.*		*The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.*		*The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.*
Assessment Expectation	**Participatory**		**Baseline Proficiency**		**Enhanced Proficiency**
Assessment Purpose	• Stimulation and maintenance of an enhanced interest in the CP NOTE: Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this. • Exposure to a broad knowledge base and skill set NOTE: CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.		• Development of a broad knowledge base and skill set as well as introducing reasoning proficiency • Ongoing determination and development of specific specialty areas of interest and capability • Recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP		• Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements • Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency • Ongoing recognition of enhanced proficiency achievement • Ongoing stimulation and maintenance of an enhanced interest in the CP

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ANNEX B

ASSESSMENT OF LEARNING PLAN – PHASE FIVE

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 501 – Explain Global Citizenship								
Nil.								
PO 502 – Perform Community Service								
502 PC	PO 502	To assess the cadet's level of involvement in community service activities.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet tracks hours of community service in their logbook and submits for review.	Ongoing as the cadet participates in community service activities initiated by the cadet corps, community organizations or individually by the cadet.	Chapter 3, Annex B, Appendix 1.	Nil.
PO 503 – Lead Cadet Activities								
503 PC	PO 503	To assess the cadet's leadership ability as they carry out leadership assignments, appointments and a team project.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed carrying out leadership assignments and appointments. The cadet is observed performing as a member of a team completing a project.	Ongoing throughout the training level.	Chapter 3, Annex B, Appendix 2 checklists and associated rubrics.	The team project is assessed at the corps only. Leadership assignment and appointment assessments may take place at the corps, TE, or CSTC.
PO 504 – Adopt an Active Lifestyle								
504 PC	PO 504	To assess the cadet's involvement in physical activities.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet tracks physical activity in their logbook and submits for review.	Ongoing as the cadet participates in physical activities throughout the training level.	Chapter 3, Annex B, Appendix 3.	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 507 – Serve in a Cadet Corps								
Nil.								
PO 509 – Instruct Cadets								
509 PC	PO 509	To assess the cadet's ability to prepare and instruct a lesson.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a lesson.	During lessons instructed by the cadets as part of regularly scheduled training.	Chapter 3, Annex B, Appendix 4 checklists and associated rubrics.	Assessment may take place at the cadet corps, TE, or CSTC.
PO 513 – Attend Workshops								
513 PC	PO 513	To assess the cadet's participation in workshop training.	Reasoning Proficiency	Personal Communication	The cadet participates in a minimum of four regionally facilitated workshops.	During regionally scheduled workshop training.	Chapter 3, Annex B, Appendix 5.	Workshops shall be tri-service.
PO 514 – Pursue Individual Learning								
514 PC	PO 514	To assess the cadet's participation in individualized learning.	Reasoning Proficiency	Performance Assessment	The cadet creates an Individual Learning Plan which is reviewed periodically as they progress.	Ongoing throughout the training level.	Chapter 3, Annex B, Appendix 6.	Nil.
PO 520 – Describe Aspects of the Canadian Naval and Maritime Community								
Nil.								
PO 521 – Complete a Ropework Project								
Nil.								
PO 523 – Serve in a Naval Environment								
Nil.								

Note: In addition to the requirements laid out in the Assessment of Learning Plan, each cadet is required to complete a minimum of complementary self-study packages.

ANNEX B, APPENDIX 1

502 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 502 PC and become familiar with the material prior to conducting the assessment.

There is no time allotted for the PC as it is to be administered whenever the cadet completes the activities listed in their plan.

PRE-ASSESSMENT ASSIGNMENT

1. The cadet shall review the 502 PC Assessment Checklist and become familiar with the assessment criteria.

2. Work with the cadet to develop a community service plan which describes how the cadet will participate in community service throughout the training level. The cadets shall be encouraged to maintain a record, such as the sample below, of their community service in their logbook.

Date	Organization	Activity	Duration	Total Time	Signature

3. The community service plan shall not directly benefit the cadet corps. The community service plan must be approved by the cadet's Commanding Officer and shall include a variety of approved corps, community, school or individual activities such as:

    Corps activities – participating in corps community service activities; poppy days;

    Community activities – volunteering with other youth groups; being involved with community theatre; helping with clothing drives, food drives, soup kitchens, and food banks; volunteering with programs such as meals-on-wheels, Special Olympics, and Tidy Towns programs; being involved with green-up / clean-up campaigns; helping with charitable fund raising;

    School activities – being a breakfast program volunteer, a canteen volunteer, raising and lowering the flag; tutoring (free of charge) younger students at lunch time / after school; helping with the school newsletter / web site; helping with community performances of the school drama club (actor, make-up, lighting, set design, stage manager); representing the school at special events; being a member of the student council; and

Individual activities – helping the disadvantaged; coaching / refereeing / keeping statistics / timekeeping etc. with sports programs; helping the elderly (shopping, snow removal, cleaning gutters, painting fences, washing windows, running errands, yard work); setting up an elder fair by inviting seniors to set up displays on their interests, hobbies and display memorabilia; documenting seniors lives and sharing them with family; producing a newsletter / web site for the seniors home; volunteering at the seniors home / hospital; being involved in Church related activities (choir, youth group, Sunday school).

4. Have the cadet carry out their community service plan and meet with them as required to deal with any difficulties which may arise.

ASSESSMENT METHOD

Performance assessment was chosen for this PC as it allows the assessor to review the cadet's level of participation in community service.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's level of participation in community service.

RESOURCES

- 502 PC Assessment Checklist

- Community Service Plan

- Royal Canadian Sea Cadets Phase Five Logbook

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a suitable location which is comfortable for the Crse O and cadet.

ASSESSMENT ACTIVITY INSTRUCTIONS

Meet with the cadet upon completion of their community service plan and determine their level of participation.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:

   a. **Incomplete**: The cadet did not complete 45 hours of community service.

   b. **Completed without difficulty**: The cadet has completed 45 hours of community service over the training level.

   c. **Exceeded Standard**: The cadet has completed 70 hours of community service over the training level.

2. Record any pertinent observations made during the meeting with the cadet in the assessor's feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Phase Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

The cadet shall be encouraged to make community service a part of daily living.

502 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____   Corps: _____

Division: _____

Assessor's feedback:

PO 502 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard by not completing 45 hours of community service.		■		The cadet has achieved the performance standard by completing 45 hours of community service throughout the training level.	The cadet has exceeded the performance standard by completing 70 hours of community service throughout the training level.

Assessor's Name:		**Position:**
Assessor's Signature:		**Date:**

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ANNEX B, APPENDIX 2

503 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 503 PC Assessment Rubrics and Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of three parts, a leadership project, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever cadets participating in Phase Five training complete each of the three parts.

Leadership Assignment. Formal leadership assignments will be given and assessed using the 503 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment assessment shall be recorded on the cadet's qualification record.

Leadership Appointment. Formal leadership appointments will be given and assessed using the 503 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

Leadership Project. The cadet, as a member of a team, shall complete a leadership project which will include creating a proposal, preparing for, conducting and concluding an exercise. The team of cadets will be assessed using the Leadership Project Checklist in the 503 PC. Although the Leadership Project Checklist will reflect the overall result the team achieved, comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

In corps where there is limited number of cadets participating in Phase Five training, officers may form the remaining members of the team.

Photocopy the 503 PC Assessment Rubrics.

Photocopy the 503 PC Assessment Checklists.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 503 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgment on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets.

RESOURCES

- 503 PC Assessment Checklists and Rubrics, and

- Pencil / pen.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT

1.   Communicate to the cadet their leadership assignment either verbally or in writing.

2.   Ensure the cadet understands the leadership assignment.

3.   Have the cadet conduct the leadership assignment.

4.   Using the Assessment Rubrics as a guide, make notes of observations and record results on the corresponding Assessment Checklist.

> The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5.   Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT

1.   Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).

2.   Ensure the cadet understands the leadership appointment.

3.   Have the cadet carry out the leadership appointment.

4.   Using the Assessment Rubrics as a guide, evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment, make notes of observations and record results on the corresponding Assessment Checklist.

> The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP PROJECT

1. Have the cadets create a team or assign cadets to a team to organize an exercise.

2. Meet with the team of cadets to discuss the expectations of the leadership project. The Training Officer shall have developed a list of approved project areas (eg, sports, citizenship, etc.) from which they may select.

3. Ensure the cadets understand the expectations of their leadership project.

4. Have the cadets create a proposal for an exercise.

5. Use the Assessment Checklist to evaluate the cadets on the creation of the exercise proposal. Although the cadets are being assessed as a team, separate Assessment Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

6. Have the cadets prepare for the exercise.

7. Use the Assessment Checklist to evaluate the cadets on the preparation of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

8. Have the cadets conduct the exercise.

9. Use the Assessment Checklist to evaluate the cadets on the conduct of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

10. Have the cadets conclude the exercise.

11. Use the Assessment Checklist to evaluate the cadets on the conclusion of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 503 is a combined result of the leadership assignment, the leadership appointment and the leadership project assessments. Indicate the overall performance assessment on the Assessment Checklist as:

   a. **Incomplete**. The cadet has not achieved the performance standard by:

      (1) having eight or more of the components of the leadership project assessed as incomplete; or

      (2) receiving an "incomplete" on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria;

b. **Completed With Difficulty**. The cadet has achieved the performance standard by:

(1) having less than eight but more than four components of the leadership project assessed as incomplete; and

(2) receiving an "incomplete" on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria;

c. **Completed Without Difficulty**. The cadet has achieved the performance standard by:

(1) having less than five but more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria; or

d. **Exceeded Standard**. The cadet has achieved the performance standard by:

(1) having no more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.

2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure copies of the Assessment Checklists are attached to the cadet's training file.

5. The overall result will be recorded on the Phase Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Following each assessment, ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment or appointment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklists.

	Because of the duration and overall nature of the leadership appointment and the leadership project, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the project and appointment for final feedback.

503 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the assignment.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the assignment.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership assignment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

503 PC ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership appointment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

503 PC ASSESSMENT CHECKLIST
LEADERSHIP ASSIGNMENT

Cadet's Name: _____   Corps: _____

Date: _____   Division: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Complete the leadership assignment.	I C	
Perform self-assessment.	I C	

I = Incomplete   D = Completed With Difficulty   C = Completed Without Difficulty   E = Exceeded Standard

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP APPOINTMENT

Cadet's Name: _____   Corps: _____

Date: _____   Division: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

I = Incomplete   D = Completed With Difficulty   C = Completed Without Difficulty   E = Exceeded Standard

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP PROJECT

Cadet's Name: _____   Corps: _____

Date: _____   Division: _____

	Assessment (circle one)		Notes
Create a Proposal			
Appropriate type of exercise selected.	I	C	
More than two activities selected for the exercise.	I	C	
Each activity had an objective which was in-line with the overall objective of the exercise.	I	C	
Limitations of the exercise, such as policies, time, personnel, finances, and equipment were considered.	I	C	
Prepare for an Exercise			
The exercise was appropriate for the participants.	I	C	
Exercise planning used an appropriate work breakdown structure.	I	C	
A viable schedule was created for the planning of the exercise.	I	C	
The exercise was developed considering potential risks.	I	C	
The exercise used a tracking system to track progress.	I	C	
A pre-exercise meeting was conducted during the preparation of the exercise.	I	C	
Conduct an Exercise			
The exercise area was inspected prior to the set up of the exercise.	I	C	
The exercise area was set up prior to the exercise.	I	C	
The exercise was introduced to the exercise participants.	I	C	
The exercise was supervised, to include:			

	Assessment (circle one)		Notes
Ensuring safety.	I	C	
Ensuring the well-being of cadets.	I	C	
Encouraging cadets.	I	C	
Adjusting responsibilities as required.	I	C	
Maintaining control of cadets.	I	C	
Correcting errors as required.	I	C	
Reporting misconduct as required.	I	C	
Ensuring completion of responsibilities assigned to cadets as required.	I	C	
Conclude an Exercise			
A debriefing was conducted with the exercise planning team.	I	C	
An After Action Report was created.	I	C	

I = Incomplete   C = Complete

Comments:

Assessor's Name:	Position:
Assessor's Signature:	Date:

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503 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

The PO 503 Overall Assessment includes the evaluation of the leadership assignment, the leadership appointment and the leadership project.

Assessor's feedback:

PO 503 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard either by having eight or more of the components of the leadership project assessed as incomplete or by receiving an "incomplete" on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria.		The cadet has achieved the performance standard by having less than eight but more than four components of the leadership project assessed as incomplete; and by receiving an "incomplete" on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria.		The cadet has achieved the performance standard by having having less than five but more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.		The cadet has achieved the performance standard by having no more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

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ANNEX B, APPENDIX 3

504 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 504 PC and become familiar with the material prior to conducting the assessment.

There is no time allotted for the PC as it is to be administered whenever the cadet completes the activities listed in their physical activity plan.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 504 PC Assessment Checklist and become familiar with the assessment criteria.

Have the cadet review their physical activity plan and logbook entries describing their involvement in physical activity.

ASSESSMENT METHOD

Performance assessment was chosen for this PC as it allows the assessor to review the cadet's logbook and determine the cadet's level of participation in physical activity.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's level of participation in physical activity. As the intent of PO 504 is for the cadet to adopt an active lifestyle, this PC is intended to challenge the cadet to participate in a minimum of seven hours of physical activity per week (ie, one hour per day).

RESOURCES

- 504 PC Assessment Checklist

- Physical Activity Plan

- Royal Canadian Sea Cadet Phase Five Logbook

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a suitable location which is comfortable for the Crse O and cadet.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Work with the cadet to develop a physical activity plan which describes how the cadet will participate in physical activities throughout the training level. The cadets shall be encouraged to maintain a record, such as the sample below, of their physical activity in their logbook.

Date	Activity	Number of Hours	Cumulative Total	Signatures

2.   The cadet's physical activity plan must be approved by the cadet's Commanding Officer and shall include a variety of individual, group, indoor and outdoor activities, such as:

   a.   **Volksports (eg, walking, hiking, jogging, backpacking).** http://walking.about.com/od/clubsivvcanada/Canadian_IVV_Volksport_Walking_Clubs

   b.   **Orienteering.** (www.orienteering.ca)

   c.   **Biathlon.** (www.biathloncanada.ca)

   d.   **Outdoor activities.** (eg, sailing, cross-country skiing, snow-shoeing, canoeing, running, bicycling, walking, completing chores)

   e.   **Indoor activities.** (eg, minor team games, organized sports, working out, physical education courses, swimming, skipping)

3.   Have the cadet carry out their physical activity plan and meet with them as required to deal with any difficulties which may arise.

4.   Meet with the cadet upon completion of their physical activity plan and determine their level of participation.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1.   Indicate the overall performance assessment on the Assessment Checklist as:

   a.   **Incomplete**: The cadet did not complete an average of seven hours of physical activity per week over 16 consecutive weeks.

   b.   **Completed without difficulty:** The cadet has completed an average of seven hours of physical activity per week over 16 consecutive weeks.

   c.   **Exceeded Standard:** The cadet has completed an average of seven hours of physical activity per week over 24 consecutive weeks.

> It is important to note that the intention is for the cadet to make efforts to be active on a regular basis. The term "average" is used in the statements above as it is understood that occasionally, for valid reason, a cadet may not complete seven hours on a given week but other weeks may exceed the seven hours.
>
> For example, logging 120 hours of physical activity in the first eight weeks and none in the next eight (or vice versa), is not inline with the intent.

2. Record any pertinent observations made during the meeting with the cadet in the assessor's feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Phase Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

The cadet shall be encouraged to make physical fitness a part of daily living.

504 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____ Corps: _____

Division: _____

Assessor's feedback:

PO 504 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**	**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not complete an average of seven hours of physical activity per week over 16 consecutive weeks.		■■■■■	The cadet has completed an average of seven hours of physical activity per week over 16 consecutive weeks.		The cadet has completed an average of seven hours of physical activity per week over 24 consecutive weeks.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

ANNEX B, APPENDIX 4

509 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

The course officer shall communicate with the training officer to:

1.   incorporate the cadets participating in Phase Five training into the instructor schedules;

2.   ensure the cadets are assigned a lesson at least two weeks prior to conducting this assessment, to include:

   a.   a lesson specification, and

   b.   an instructional guide; and

3.   assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Review the assessment plan, assessment instructions and 509 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 509 PC Assessment Checklist for each cadet.

Review the lesson content and become familiar with the material prior to assessing the lesson.

PRE-ASSESSMENT ASSIGNMENT

Each cadet shall review the 509 PC Assessment Rubric and Checklist and become familiar with the assessment criteria prior to instructing their lesson.

Each cadet is to prepare to instruct a lesson by:

1.   researching lesson content;

2.   planning a lesson;

3.   developing instructional aids; and

4.   preparing the lesson location.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet's level of preparation, classroom management skills, use of instructional methods, use of instructional aids and overall instructional techniques.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to prepare and instruct a lesson in a real-life setting, during a regular training session.

RESOURCES

IAW the lesson assigned.

ASSESSMENT ACTIVITY LAYOUT

Classroom or training area large enough to accommodate the entire group.

ASSESSMENT ACTIVITY INSTRUCTIONS

Each cadet will be required to:

1. research lesson content;

2. plan a lesson;

3. develop instructional aids; and

4. set up the lesson location.

During the time allotted for this lesson each cadet will:

1. provide a copy of their written lesson plan to the assessor;

2. instruct a lesson by:

    a. introducing the lesson;

    b. presenting the content of the lesson;

    c. confirming the knowledge / skills learned during the lesson; and

    d. concluding the lesson; and

3. participate in a individual feedback session with the assessor upon completion of the lesson.

Using the 509 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 509 PC Assessment Checklist.

> Should any content errors or omissions be made during the conduct of the lesson, the assessor shall take appropriate actions to ensure the cadets receive the correct information.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall result will be recorded on the Phase Five Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:

    a. **Incomplete**. The cadet has not achieved the performance standard by receiving an "incomplete" on more than one of the criteria listed on the assessment checklist;

    b. **Completed With Difficulty**. The cadet has achieved the performance standard by receiving an "incomplete" on not more than one of the criteria and a minimum of "completed with difficulty" on all other criteria;

c. **Completed Without Difficulty**. The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria; and

d. **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on seven or more of the criteria.

2. Record notes made in the assessor's feedback section of the assessment checklist.

3. Sign and date the assessment checklist.

4. Ensure a copy of the assessment checklist is attached to the cadet's training file.

PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the 509 PC Assessment Rubric and Checklist.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

509 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set-up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized.	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The cadet creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivate	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient, however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

509 PC ASSESSMENT CHECKLIST

Cadet's Name: _____   Corps: _____

Date: _____   Division: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Set up the lesson location	I D C	
Lesson Introduction		
Review previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use of instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivate	I C	
Description of next lesson	I D C	

I = Incomplete   D = Completed With Difficulty   C = Completed Without Difficulty   E = Exceeded Standard

	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete   D = Completed With Difficulty   C = Completed Without Difficulty   E = Exceeded Standard

Assessor's Feedback:

PO 509 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than one of the criteria listed on the assessment checklist.		The cadet has achieved the performance standard by receiving an "incomplete" on not more than one of the criteria and a minimum of "completed with difficulty" on all other criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on seven or more of the criteria.	

Assessor's Name:		**Position:**
Assessor's Signature:		**Date:**

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ANNEX B, APPENDIX 5

513 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 513 PC and become familiar with the material prior to conducting the assessment.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 513 PC Assessment Checklist and become familiar with the assessment criteria.

ASSESSMENT METHOD

Personal communication was chosen for this PC as it allows the assessor to interact with the cadet and discuss their learning experience at the regionally facilitated workshops.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to record the cadet's participation in four regionally facilitated workshops.

RESOURCES

- 513 PC Assessment Checklist, and

- Royal Canadian Sea Cadets Phase Five Logbook.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

Have the cadet attend four regionally facilitated workshops.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:

    a. **Incomplete**. The cadet did not attend a minimum of four regionally facilitated workshops.

    b. **Completed Without Difficulty**. The cadet attended a minimum of four regionally facilitated workshops.

2. Sign and date the Assessment Checklist.

3. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

4. The overall result will be recorded on the Phase Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed assessment.

513 PC ASSESSMENT CHECKLIST

Cadet's Name: _____   Corps: _____

Division: _____

Assessor's Feedback:

PO 513 Overall Assessment								
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not attend a minimum of four regionally facilitated workshops..				The cadet attended a minimum of four regionally facilitated workshops.			

Assessor's Name:		**Position:**
Assessor's Signature:		**Date:**

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ANNEX B, APPENDIX 6

514 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 514 PC and become familiar with the material prior to conducting the assessment.

There is no time allotted for the PC as it is to be administered whenever the cadet has completed their Individual Learning Plan (ILP).

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 514 PC Assessment Checklist and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment was chosen for this PC as it allows the assessor to determine whether the cadet was involved in individual learning.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to record the cadet's participation in individualized learning.

RESOURCES

514 PC Assessment Checklist

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. The Crse O shall guide the cadet to develop an ILP which identifies an Sea Cadet topic that interests the cadet and a series of specific goals (learning needs), from within the CP or external to it, which the cadet would like to pursue. The ILP should identify:

    - **Learning Needs.** Specific statements about what is to be learned.

    - **Learning Activities.** Statements describing how each learning need will be accomplished.

    - **Target Dates.** Timeframes for the completion of each learning activity and the plan as a whole.

    - **Learning Resources.** Specific human and materiel resources needed to achieve each learning activity.

    - **Measures of Success.** Action statements describing how to determine if a learning activity has been successfully accomplished.

    - **Final Report.** A description of how the cadet will demonstrate to others how the individual learning activity has been personally beneficial.

2.   The Crse O shall review the cadet's ILP against Individual Learning Plan Assessment Rubric. If the cadet achieves a score of 12 or higher, the Crse O shall forward the ILP to the CO for approval. If the cadet scores less than 12 points, the Crse O shall identify portions of where the cadet can adjust their ILP and resubmit it.

3.   The CO shall review the ILP and shall be the approving authority.

4.   Once the plan is approved, the cadet may pursue the learning activities as outlined in the ILP. Periodically the Crse O shall meet with the cadet to assess their progress on their ILP. The cadet may amend the ILP with the concurrence of the Crse O and CO.

5.   Once the cadet has completed all of the learning activities outlined in the ILP they shall be required to prepare and conduct a presentation explaining how the individual learning activity was personally beneficial. Provided the cadet outlines their individual learning clearly and is able to demonstrate what they feel they learned from the experience, this presentation can take any form, including, but not limited to:

- a report,

- a radio broadcast,

- a PowerPoint presentation,

- a lecture,

- a blog;

- a webpage;

- a video

- a musical composition;

- a photo journal; or

- a visit or tour.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1.   Indicate the overall performance assessment on the assessment checklist as:

a.   **Incomplete.** The cadet did not develop a satisfactory ILP or did not carry it out.

b.   **Completed Without Difficulty.** The cadet developed a satisfactory ILP and carried it out.

2.   Record notes made in the assessor's feedback section of the Assessment Checklist. Where possible attach the presentation completed by the cadet.

3.   Sign and date the Assessment Checklist.

4.   Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5.   The overall result will be recorded on the Phase Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

514 PC ASSESSMENT RUBRIC

INDIVIDUAL LEARNING PLAN ASSESSMENT

		SCORE				
		0	**1**	**2**	**3**	**4**
CRITERIA	**POTENTIAL FOR INDIVIDUAL DEVELOPMENT**	Considering the cadet, the proposal contains similar experiences to those already experienced by the cadet.	Considering the cadet, the requirements of the ILP provide experiences that are similar to many previous experiences from the CP but are applied in a different manner.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences and may have future applications.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences which apply toward future goals set by the cadet.
	AIMS, MISSION AND PARTICIPANT OUTCOMES (CATO 11-03).	The proposal does not relate well to the aims, mission or participant outcomes of the CP.	The proposal relates to topic areas from the Sea CP.	The proposal uses topic areas from the Sea CP to contribute positively to the transition of the cadet to adulthood.	The proposal uses topic areas from the Sea CP to contribute positively to the transition of the cadet to adulthood and makes reference to targets that relate to the participant outcomes as outlined in CATO 11-03.	The proposal uses topic areas from the Sea CP to contribute positively to the transition of the cadet to adulthood, specifically targeting participant outcomes as outlined in CATO 11-03.
	TIME COMMITMENT	Considering the cadet, the requirements of the ILP will require no change of current time commitment to complete.	Considering the cadet, the requirements of the ILP can be met by modifying what they currently do without much change to their current time commitment.	Considering the cadet, the requirements of the ILP will include a mixture of modified current and new time commitments.	Considering the cadet, the requirements of the ILP will require the cadet to commit additional time.	Considering the cadet, the requirements of the ILP meet both individual and organizational needs in a creative manner that requires an additional time commitment from the cadet.
	DIFFICULTY	Considering the cadet, the ILP offers no challenge or opportunity for skill development.	Considering the cadet, the ILP offers little challenge or opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers some challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for the acquisition or refinement of multiple skills.
	VARIETY	The proposal includes only one experience.	The proposal includes two unique experiences.	The proposal includes three unique experiences.	The proposal includes four unique experiences.	The proposal includes more than four unique experiences.

514 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____   Corps: _____

Division: _____

Assessor's Feedback:

PO 514 Overall Assessment								
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not complete the requirements by not developing a satisfactory ILP or not carrying it out.				The cadet completed the requirements by developing a satisfactory ILP and carrying it out.			

Assessor's Name:		**Position:**
Assessor's Signature:		**Date:**

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ANNEX C

PHASE FIVE QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

POs that are evaluated as "Incomplete" or "Completed":

Topic	PO No.	Performance Statement	PO Assessment	
			Incomplete	Completed
Citizenship	501	Explain Global Citizenship		
General Cadet Knowledge	507	Serve in a Sea Cadet Corps		
Personal Development	513	Attend Workshops		
Personal Development	514	Pursue Individual Learning		
Complementary Training (completion of three complementary packages of which a minimum of one must be an elemental)				

POs that recognize proficiency level achievement:

Topic	PO No.	Performance Statement	Did not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
			Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Community Service	502	Perform Community Service		■		
Leadership	503	Lead Cadet Activities				
Personal Fitness and Healthy Living	504	Adopt an Active Lifestyle		■		
Instructional Techniques	509	Instruct Cadets				
Qualification Achieved Yes No		Trg O Signature:_____			Date:_____	

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ANNEX D

CADET INTERVIEW GUIDELINES

PREPARATION FOR A PROGRESS INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and the Cadet Interview Form located at Chapter 3, Annex D, Appendix 1 and become familiar with the material prior to conducting the interview.

Where discussion is being directed toward specific topic areas, ensure that any required support materials are prepared in advance and distributed to the cadet to review. This could include training schedules, the Assessment of Learning Plan (Chapter 3, Annex B), PC assessment instruments, etc.

Schedule interviews to allow approximately 10-15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review any support materials so they are able to attend the interview prepared to discuss the specific topic areas, as well as their expectations and personal goals.

CONDUCT OF A PROGRESS INTERVIEW

PURPOSE

The purpose of conducting a progress interview is to discuss the cadet's learning progress toward their qualification (assessment for learning) and to provide feedback on overall performance.

RESOURCES

- Note paper,

- Pen / pencil, and

- Cadet Interview Form.

INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet are comfortable.

INTERVIEW INSTRUCTIONS

> Tips for a successful interview:
>
> Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
>
> Manage time by ensuring the cadet stays on topic.
>
> Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
>
> Give the cadet time to respond to your questions.

1. Have the cadet enter the area of the interview.

2. Ask the cadet how they feel they are progressing in the Phase Five Training Program.

3. Give the cadet feedback on their progress and their overall performance, highlighting any gaps that may exist between the cadet's self-assessment and the officer's observations.

4. Help the cadet make an action plan that takes into consideration the cadet's goals and the requirements of the qualification. Action plans should be realistic and achievable and written using positive language.

> The action plan is a negotiated set of steps that the cadet commits to taking to reach their goals. The officer should not dictate steps or goals, but should guide the cadet toward a mutually agreed upon plan of action that meets both the needs of the cadet and the needs of the CP. The action plan must be achievable for the cadet, provide the cadet with guidelines on the action they must take to be successful and be written using positive language.

5. Have the cadet sign Section 2 of the Cadet Interview Form.

6. Sign Section 2 of the Cadet Interview Form.

POST-INTERVIEW INSTRUCTIONS

Meet with the cadet throughout the training year to discuss their progress toward achieving the qualification and to revise their action plan.

PREPARATION FOR FINAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and Cadet Interview Form and become familiar with the material prior to conducting the interview.

Review the cadet's completed Qualification Record and related assessment instruments as well as the completed Sections 1 and 2 of any Cadet Interview Forms.

Schedule interviews to allow approximately 10-15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the personal goals they established at the beginning of the training year, any action plans, and come to the interview prepared to discuss their success in reaching those goals. Have the cadet think about their personal goals for the summer and following training year.

CONDUCT OF FINAL INTERVIEW

PURPOSE

The purpose of the final interview is to discuss the completed Qualification Record, the cadet's goals that were discussed during the initial interview, and new goals for the summer and following training year.

RESOURCES

- Cadet Interview Form, and

- Pen / pencil.

INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer are comfortable.

INTERVIEW INSTRUCTIONS

> Tips for a successful interview:
>
> Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
>
> Manage time by ensuring the cadet stays on topic.
>
> Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
>
> Give the cadet time to respond to your questions.

1. Ask the cadet questions in Section 3 of the Cadet Interview Form.

2. Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives.

3. Ask the cadet the remaining questions on the form.

4. Have the cadet sign the final interview form.

5. Sign the final interview form.

POST-INTERVIEW INSTRUCTIONS

Ensure the CF 558, *Cadet Certificate of Qualification*, (NSN 7530-21-870-7685), is awarded to cadets who successfully complete the qualification. This should be done in a manner that highlights the cadet's achievement, eg, a graduation parade or other formal event.

Ensure the completed Qualification Record for each cadet is placed in the cadet's DND 2399, *Cadet Personnel Record*.

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ANNEX D, APPENDIX 1

CADET INTERVIEW FORM

SECTION 1 – CADET PARTICULARS		
Surname:	Name:	
Phase Five Training Program:	Division:	Rank:

SECTION 2 – PERFORMANCE INTERVIEW	
CADET'S RESPONSES	OFFICER'S NOTES
1. How do you feel about your progress in the Phase FiveTraining Program? Are there any areas of excitement or concern you would like to highlight?	Note any gaps between the cadet's perception of their performance and observed performance.
2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the Phase Five Training Program?	Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals. 1. 2. 3. 4. 5. 6. 7. 8.
Cadet's Signature:	
Crse O's Signature:	Date:

SECTION 3 – FINAL INTERVIEW	
1. How did you enjoy the Phase Five Training Program?	ADDITIONAL COMMENTS
2. What were some of your likes and dislikes about the training activities? Likes: Dislikes:	
3. How can you apply what you have learned this training year in the future inside and outside of cadets?	
4. What are some new personal goals you will establish for yourself following completion of Phase Five?	
Cadet Signature:	
Crse O's Signature:	Date:

ANNEX E

TRAINING COUNSELLING SESSION GUIDELINES

PREPARATION

PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the training counselling session.

CONDUCT OF TRAINING COUNSELLING SESSION

PURPOSE

The purpose of the training counselling session is to formally meet with a cadet who is having difficulty achieving and / or maintaining qualification standards and to create an action plan to assist this cadet.

RESOURCES

- Training Counselling Session Form, and

- Pen / pencil.

COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, Crse O and Trg O.

COUNSELLING SESSION INSTRUCTIONS

> Tips for a successful interview:
>
> Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
>
> Manage time by ensuring the cadet stays on topic.
>
> Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
>
> Give the cadet time to respond to your questions.

1. Have the cadet enter the room.

2. Inform the cadet of the situation; the cadet is not achieving and / or maintaining qualification standards.

3. Determine the following:

   a. the seriousness of the failure,

   b. areas of difficulty,

   c. exceptional circumstances affecting the training progress,

   d. the behaviour of the cadet,

   e. the effort and motivation of the cadet, and

   f. whether or not sufficient training support was provided.

4.   Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.

> The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

5.   Brief the cadet on the consequences should no improvement be noticed.

6.   Have the cadet sign the Training Counselling Session Form.

7.   Sign the Training Counselling Session Form.

POST-COUNSELLING INSTRUCTIONS

The goal of conducting training counselling is to guide a cadet toward success in the CP. Following the training counselling session the Trg O shall meet with the CO to discuss the outcome of the session and any further steps required.

The CO shall contact the parent or guardian to open the lines of dialogue and include them in the action plan.

ANNEX E, APPENDIX 1

TRAINING COUNSELLING SESSION FORM

SECTION 1 – CADET PERS INFORMATION	
Surname:	Name:
Division:	Phase Five Training Program:
Circumstances requiring TCS convening:	

SECTION 3 – SESSION FINDINGS
(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc.) Seriousness of failure: Performance in related POs: Previous difficulties and action taken: Overall course performance: Exceptional circumstances affecting training progress: Behaviour of cadet:

SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)	
Cadet Signature:	
Trg O's Signature:	Date:

SECTION 5 – Commanding Officer Review	
1. Record any discussion with parents regarding the progress of the cadet.	
Commanding Officer's Signature:	Date:

CHAPTER 4

SECTION 1

PERFORMANCE OBJECTIVES AND TRAINING PLAN

PURPOSE

1.   The purpose of this chapter is to outline the specific POs associated with the Phase Five qualification.

PERFORMANCE OBJECTIVES

2.   POs are a description of the cadet's ability after training is complete. They include a description, in performance terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to which the performance must conform. These three elements are respectively defined as:

   a.   a performance statement;

   b.   a conditions statement; and

   c.   a standard.

3.   This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-605/ PF-001, *Phase Five Instructional Guides*.

ENABLING OBJECTIVES

4.   EOs are a description of the cadet's ability after each unit of learning is complete and constitute a major step toward achieving the PO. EOs may correspond to the major components identified in the first round of deconstructing POs or they may result from grouping several related components. They are composed of three essential parts:

   a.   a performance statement;

   b.   a conditions statement; and

   c.   a standard.

LESSON SPECIFICATIONS

5.   LSs describe the instructional strategy to be applied to each EO and include:

   a.   supporting teaching points;

   b.   references;

   c.   learning activities (methods, media and environment);

   d.   estimated timings;

   e.   assessment directions; and

   f.   any remarks that further clarify the design intent.

ASSESSMENT FOR LEARNING

6.   Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Phase Five assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

PO 501

1. **Performance**: Explain Global Citizenship

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: IAW specified references, the cadet will explain global citizenship, to include:

    a. defining global citizenship; and

    b. describing characteristics of a global citizen, to include being:

        (1) knowledgeable of world affairs;

        (2) knowledgeable of global issues;

        (3) aware of individual strengths and limitations; and

        (4) aware of the impact of individual action on local and global issues.

4. **Remarks**: Nil.

5. **Complementary Material**:

    a. Complementary material associated with PO 501 is designed to enhance the cadet's knowledge of global citizenship, specifically:

        (1) EO C501.01 (Reflect Upon Individual Global Citizenship), and

        (2) EO C501.02 (Analyze a Global Issue).

    b. Only one complementary EO from PO 501 (Explain Global Citizenship) may be used to satisfy the minimum requirements of Phase Five training.

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EO M501.01

1. **Performance**: Define Global Citizenship

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall define global citizenship by:

    a. explaining globalization;

    b. distinguishing between local, national and global citizenship;

    c. identifying the characteristics of a global citizen; and

    d. recognizing the importance of being a global citizen.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Explain globalization.	Interactive Lecture	5 min	C0-440
TP2	Distinguish between local, national and global citizenship.	Interactive Lecture	10 min	C0-439
TP3	Identify the characteristics of a global citizen.	Group Discussion	15 min	C0-436 C0-454
TP4	Recognize the importance of being a global citizen.	Group Discussion	10 min	C0-437 C0-455
TP5	Conduct an activity where the cadets will build a global citizen.	In-Class Activity	10 min	C0-438 C0-441

5. **Time**:

    a. Introduction / Conclusion: 10 min
    b. Interactive Lecture: 15 min
    c. Group Discussion: 25 min
    d. In-Class Activity: 10 min
    e. Total: 60 min

6. **Substantiation**:

    a. An interactive lecture was chosen for TPs 1 and 2 as it is an effective way to generate interest and orient the cadets to globalization and distinguish between local, national and global citizenship.

b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about global citizenship. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's verbal communication and listening skills.

c. An in-class activity was chosen for TP 5 as it is an interactive way to provoke thought and stimulate an interest in developing a definition of global citizenship.

7. **References**:

a. C0-436 Byers, M. (2005). *Are you a 'global citizen'?* Retrieved October 5, 2009, from http://thetyee.ca/Views/2005/10/05/globalcitizen/#

b. C0-437 Mylearning. (2009). *Global citizens make an impact*. Retrieved October 5, 2009, from http://www.mylearning.org/jpage.asp?jpageid=2015&journeyid=441

c. C0-438 Lagos, T. G. (2009). *Global citizenship–Towards a definition*. Retrieved October 10, 2009, from http://depts.washington.edu/gcp/pdf/globalcitizenship.pdf

d. C0-439 Hobbs, H. H. & Chernotsky, H. I. (2007). *Preparing students for global citizenship*. Retrieved October 10, 2009, from http://www.apsanet.org/tlc2007/TLC07HobbsChernotsky.pdf

e. C0-440 The Levin Institute. (2009). *Welcome to a student's guide to globalization*. Retrieved October 23, 2009, from http://www.globalization101.org/

f. C0-441 Oxfam Education. (2008). *What is global citizenship?* Retrieved October 25, 2009, from http://www.oxfam.org.uk/education/gc/what_and_why/what/

g. C0-454 The Canadian Council for International Co-operation. (2009). *New horizons: Engaging Canadians as active global citizens*. Retrieved November 15, 2009, from http://www.ccic.ca/_files/en/what_we_do/002_public_engagement_new_horizons.pdf

h. C0-455 Canadian Geographic. (2009). *CIDA world map*. Retrieved November 15, 2009, from http://www.canadiangeographic.ca/worldmap/cida/about.asp?language +EN&Resolution =800x600

8. **Training Aids**: Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**: Global Citizenship handout.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

EO C501.01

1. **Performance**: Reflect Upon Individual Global Citizenship

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall reflect upon individual global citizenship by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

    a. examining how globalization is an inescapable part of daily living;

    b. identifying how individual attitudes and actions are influenced by globalization; and

    c. reflecting upon ways to become better global citizens.

5. **Time**:

    a. Self Study: 90 min
    b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to reflect upon global citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

    a. C0-436 Byers, M. (2005). *Are you a 'global citizen'?* Retrieved October 5, 2009, from http://thetyee.ca/Views/2005/10/05/globalcitizen/#

    b. C0-445 Johnston, D. J. (2007). *Globalization: Canada tomorrow*. Retrieved October 25, 2009, from http://www.canadianbusiness.com/after_hours/opinions/article.jsp?content=20071001_198703_198703&page=1

    c. C0-446 Global Policy Forum. (2009). *Globalization*. Retrieved October 25, 2009, from http://www.globalpolicy.org/globalization.html

    d. C0-456 MyLearning. (2009). *Global citizenship*. Retrieved November 15, 2009, from http://www.mylearning.org/jpage.asp?jpageid=2015&journeyid=441

    e. C0-457 Statistics Canada. (2009). *2007 Caring Canadians, involved Canadians.: Highlights from the 2007 Canada survey of giving, volunteering and participating*. Retrieved November 5, 2009, from http://www.givingandvolunteering.ca/files/giving/en/csgvp_highlights_2007.pdf

    f. C0-458 Tapscott, Don. (2009). *Grown up digital: How the net generation is changing your world*. New York: McGraw Hill.

g. C0-463 Fairtrade Foundation. (2009). *What is fair-trade?* Retrieved December 4, 2009, from http://www.fairtrade.net/what_is_fairtrade.html

h. C0-464 Transfair Canada. (2009). *Transfair Canada*. Retrieved December 4, 2009, from http://transfair.ca

i. C0-465 Fairtrade Foundation. (2009). *Kit kat gives cocoa farmers in Cote d'Ivoire a break*. Retrieved December 4, 2009, from http://www.fairtrade.org.uk/press_releases_and_statements/ December_2009/kit_kat_gives_cocoa_farmers_in_cte_divoire_a_break.aspx

j. C0-467 Intercordia Canada. (2008). *Canadian youth spend more of their money on foreign aid than the government*. Retrieved December 4, 2009, from http://www.intercordiacanada.org/index.php/ news/Canadian-youth-spend-more-of-their-money-on-foreign-aid-than-the-government/

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. Self study package, and

    b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

EO C501.02

1. **Performance**: Analyze a Global Issue

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall evaluate a website describing a global issue.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. dealing with controversial issues in books and periodicals;

   b. dealing with controversial issues in Internet sources; and

   c. evaluating websites.

5. **Time**:

   a. Self Study: 90 min
   b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine global issues in greater detail at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. C0-442 Shah, A. (2009). *Climate change and global warming*. Retrieved October 22, 2009, from http://www.globalissues.org/issue/178/climate_change_and_globalwarming

   b. C0-443 Canadian Media Research Consortium.(2008). *The credibility gap: Canadians and their news media*. Retrieved November 25, 2009, from http://www.cmrcccrm.ca/en/projects/documents/THECREDIBILITYGAP.pdf

   c. C0-444 The Heritage Foundation. (2008). *Scientists make anti-global warming case*. Retrieved October 22, 2009, from http://blog.heritage.org/2008/12/11/scientists-make-their-anti-global-warming-case/#

   d. C0-459 Boswell, W. (2009). *How to evaluate a website–Basic evaluation checklist*. Retrieved November 23, 2009, from http://websearch.about.com/od/referencesearch/a/evaluatesource.htm

   e. C0-460 Fleming, G. (2009). *Finding reliable Internet sources*. Retrieved November 23, 2009, from http://homeworktips.about.com/od/research and reference/a/internet.htm

   f. C0-461 Harris, R. (2009). *Evaluating Internet research sources*. Retrieved November 23, 2009, from http://www.virtualsalt.com/evalu8it.htm

g. C0-462 Cornell University. *Critically analyzing information sources*. Retrieved November 23, 2009, from http://www.library.cornell.edu/olinuris/ref/research/skill26.htm

h. C0-466 Sustainable World Coalition. (2009). *Major global issues synopsis*. Retrieved December 4, 2009, from http://www.swcoalition.org/Article1.html

8. **Training Aids**: Nil.

9. **Learning Aids**:

a. Self study package, and

b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

PO 502

1.   **Performance**: Perform Community Service

2.   **Conditions**:

   a.   Given:

      (1)   Supervision, and

      (2)   Assistance as required.

   b.   Denied: Nil.

   c.   Environmental: Any.

3.   **Standard**: The cadet shall undertake a minimum of 45 hours of individual community service during Phase Five training.

4.   **Remarks**:

   a.   The community service activities selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.

   b.   The community service activities selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

   c.   The Commanding Officer shall approve community service activities.

   d.   This PO is assessed IAW Chapter 3, Annex B, 502 PC.

5.   **Complementary Material**: No new complementary training will be added in Phase Five.

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PO 503

1. **Performance**: Lead Cadet Activities

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance.

    b. Denied: Nil.

    c. Environmental: Any.

3. **Standard**: The cadet will lead cadet activities:

    a. as a member of a team, completing a leadership project, to include:

        (1) creating a proposal;

        (2) preparing for an exercise;

        (3) conducting an exercise; and

        (4) concluding an exercise; and

    b. as an individual, completing:

        (1) a leadership assignment; and

        (2) a leadership appointment.

4. **Remarks**:

    a. Corps may use PO 502 (Perform Community Service) as an opportunity for cadets participating in Phase Five training to fulfill the requirements of PO 503 (Lead Cadet Activities).

    b. Leadership assignments have been previously presented in EO M303.07 (Lead Cadets Through a Leadership Assignment).

    c. Leadership appointments have been previously presented in EO M403.06 (Act as a Team Leader During a Leadership Appointment).

    d. This PO is assessed IAW Chapter 3, Annex B, 503 PC.

5. **Complementary Material**: The complementary material associated with this PO is EO C503.01 (Examine Meeting Procedures), designed to enhance the cadet's knowledge of leading cadet activities.

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EO M503.01

1. **Performance**: Create a Proposal

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet, as a member of a group, shall create a proposal by:

   a. conceiving at least one cadet activity that meets the aims of the Canadian Cadet Organizations (CCO);

   b. determining the goals of the activity or activities;

   c. determining if the activity or activities meet CCO policies;

   d. determining the resources necessary to carry out the activity or activities; and

   e. submitting a proposal for approval.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Define project management, to include: a. the definition of project, and b. the five phases of a project.	Interactive Lecture	5 min	C3-252 (pp. 10–22)
TP2	Explain the conceiving phase of a project, to include: a. choosing an exercise, such as: (1) community service, (2) Canadian Forces (CF) familiarization, (3) fitness and sports, (4) marksmanship, (5) seamanship, (6) healthy living, (7) nautical training, (8) leadership, or (9) drill; b. choosing an activity or activities, using the brainstorming technique to generate ideas;	Interactive Lecture	10 min	A0-107 C0-249 (p. 36–37) C0-272 (p. 4) C0-273 (pp. 44, 88–90) C0-274 (pp. 19, 32) C0-452 C3-252 (pp. 23–44)

TP	Description	Method	Time	Refs
	c. determining the activity's or activities' goals; and			
	d. determining limitations, such as resources.			
TP3	Explain the parameters of cadet activities with reference to policies, such as: a. Cadet Administrative Training Orders, b. A-CR-CCP-030/PT-001, Water Safety Orders, and c. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.	Interactive Lecture	5 min	A0-003 A1-010 A2-001
TP4	Explain how to write a proposal.	Interactive Lecture	5 min	C3-252 (pp. 23–44)

5. **Time**:

   a. Introduction / Conclusion: 5 min

   b. Interactive Lecture: 25 min

   c. Total: 30 min

6. **Substantiation**: An interactive lecture was chosen for this lesson to orient the cadets to project management and the writing of a proposal.

7. **References**:

   a. A0-003 Director Cadets. (2006). *Cadet administrative and training orders index*. Retrieved May 25, 2006, from http://www.cadets.ca/support/cato-oaic/intro.aspx

   b. A1-010 A-CR-CCP-030/PT-001 Director Cadets 4. (2008). *Water safety orders*. Ottawa, ON: Department of National Defence.

   c. A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.

   d. C0-452 Universite de Montréal. (2009). *Le remue-méninges*. Retrieved October 29, 2009, from http://www.ebsi.umontreal.ca/jetrouve/projet/etape1/brain_1.htm

   e. C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,

   b. A-CR-CCP-030/PT-001, *Water Safety Orders*, and

   c. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.

   d. Create a Proposal worksheet,

9. **Learning Aids**:

    a.   Create a Proposal worksheet,

    b.   Create a Proposal Aide-Mémoire,

    c.   List of Cadet Administrative and Training Orders,

    d.   A-CR-CCP-030/PT-001, *Water Safety Orders*,

    e.   A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, and

    f.   Pen / pencil.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets will be given the opportunity to create a proposal, as a member of a group, as part of their OJT.

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EO M503.02

1.   **Performance**: Prepare an Exercise

2.   **Conditions**:

   a.   Given:

      (1)   Supervision, and

      (2)   Assistance as required.

   b.   Denied: Nil.

   c.   Environmental: Classroom or training area large enough to accommodate the entire group.

3.   **Standard**: The cadet, as a member of a group, shall prepare an exercise, to include:

   a.   writing an exercise plan;

   b.   obtaining approval for an exercise;

   c.   communicating the plan, to include:

      (1)   assigning team members to all exercise roles;

      (2)   explaining tasks;

      (3)   announcing the exercise.

4.   **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Explain the concept of a project audience.	Interactive Lecture	5 min	C3-252 (pp. 45–60) C0-453 (pp. 9-1-1 to 9-1-2)
TP2	Explain defining the plan, to include: a. developing a work-breakdown structure (WBS); b. determining precedence; c. developing a schedule; d. determining team members' skills and knowledge; e. defining team members' roles and responsibilities; f. determining and planning non-personnel resources; g. identifying risk; h. preparing a tracking system; and i. confirming team members' participation.	Interactive Lecture	25 min	C3-252 (pp. 61–214)

TP	Description	Method	Time	Refs
TP3	Have the cadets create an exercise plan template.	In-Class Activity	20 min	A0-200 (pp. 9-1-1 to 9-4-11) C0-453
TP4	Explain starting the team, to include: a. announcing the exercise; and b. planning a successful pre-exercise meeting.	Interactive Lecture	20 min	A0-200 (pp. 9-4-6 to 9-4-9) C3-252 (pp. 247–248)
TP5	Have the cadets discuss sustaining motivation during a project.	Guided Discussion	10 min	C3-252 (pp. 255–264)

5. **Time**:

   a. Introduction / Conclusion: 10 min

   b. Interactive Lecture: 50 min

   c. In-Class Activity: 20 min

   d. Guided Discussion   10 min

   e. Total: 90 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to the planning and preparation of an exercise.

   b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about plan format.

   c. A guided discussion was chosen for TP 5 as it allows the cadets to discuss sustaining motivation during a project by sharing opinions, knowledge and experience with the group. The instructor, through a series of guided and follow-up questions, is able to stimulate the cadet's interest in sustaining motivation during an activity. The guided discussion contributes to the cadet's listening skills and team development.

7. **References**:

   a. A0-200 B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures : Staff duties in the field*. (Volume 2). Ottawa, ON: Department of National Defence.

   b. C0-453 Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN

   c. C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,

   b. Exercise Plan Example,

   c. Exercise Plan Template, and

   d. Guided Discussion worksheet.

9. **Learning Aids**:

   a. Exercise Plan Example, and

   b. Exercise Plan Worksheet.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets shall be given the opportunity to prepare a cadet exercise, as a member of a group, as part of their OJT.

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EO M503.03

1. **Performance**: Conduct an Exercise

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet, as a member of a group, shall conduct an exercise, to include:

   a. starting the exercise, by

      (1) setting up; and

      (2) conducting an introduction;

   b. supervising the conduct of activities, to include:

      (1) comparing the actual performance with the stated goals;

      (2) dealing with problems as they arise; and

      (3) keeping team members informed about progress;

   c. ending the exercise, to include:

      (1) conducting a conclusion;

      (2) tearing down; and

      (3) returning stores.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Have the cadets discuss how to begin and end an activity, to include: a. elements of an introduction, and b. elements of a conclusion	Group Discussion	10 min	
TP2	Explain how to begin and end an exercise.	Interactive Lecture	5 min	
TP3	Have the cadets review supervising an activity, to include: a. the purposes of supervision, and b. how to supervise.	Group Discussion	5 min	
TP4	Explain how to supervise an exercise.	Interactive Lecture	5 min	

5. **Time**:

a.	Introduction / Conclusion:	5 min
b.	Group Discussion:	10 min
c.	Interactive Lecture:	10 min
d.	Total:	30 min

6. **Substantiation**:

    a.   A group discussion was chosen for TPs 1 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about beginning and ending activities and supervision an activity.

    b.   An interactive lecture was chosen for TPs 2 and 4 to orient the cadets to how to begin and end an exercise and how to supervise an exercise.

7. **References**:

    a.   A0-107 CATO 14-31 Director Cadets. (2007). *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.

    b.   C0-249 ISBN 0-7894-2890-3 Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.

    c.   C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf

    d.   C0-273 ISBN 978-1-56414-363-1 Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.

    e.   C0-274 ISBN 1-4134-1294-7 Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

8. **Training Aids**: Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area; and

9. **Learning Aids**: Nil.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets shall be given the opportunity to conduct an exercise, as a member of a group, as part of their OJT.

EO M503.04

1. **Performance**: Conclude an Exercise

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet, as a member of a group, shall conclude an exercise, to include:

    a. conducting a debriefing; and

    b. completing and submitting an after action report.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Explain the steps in the conclusion of an exercise, to include: a. conducting a debriefing; and b. creating an after action report.	Interactive Lecture	10 min	C3-252 (pp. 265–276, 270, 274–275)
TP2	Conduct an activity where the cadets develop an after action report format.	In-Class Activity	15 min	

5. **Time**:

    a. Introduction / Conclusion: 5 min
    b. Interactive Lecture: 10 min
    c. In-Class Activity: 15 min
    d. Total: 30 min

6. **Substantiation**:

    a. An interactive lecture was chosen for TP 1 to orient the cadets to the conclusion of an exercise, the content of an after action report and the conduct of a debriefing.

    b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about after action report.

7. **References**: C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

8. **Training Aids**: Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.

9. **Learning Aids**:

    a.   Flip chart paper,

    b.   Markers, and

    c.   Pen / pencil.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets shall be given the opportunity to conclude an exercise, as a member of a group, as part of their OJT.

EO C503.01

1. **Performance**: Examine Meeting Procedures

2. **Conditions**:

    a. Given:

        (1)   Self study package,

        (2)   Supervision, and

        (3)   Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet will examine meeting procedures by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

    a. identifying types of meetings;

    b. examining how to organize meetings; and

    c. examining how to facilitate meetings.

5. **Time**:

    a. Self Study: 90 min
    b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine meeting procedures at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor

7. **References**:

    a. A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

    b. A0-201 United States Army Medical Department Battle Simulation Center (2003). *Military briefings*. Retrieved February 26, 2010 from http://www.cs.amedd.army.mil/simcenter/military_briefings.htm

    c. C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

    d. C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

    e. C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete idiot's guide to clear communications*. USA: Pearson Education, Inc.

    f. C0-112 ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Inc. Publishers.

g. C0-113 ISBN 1-882664-12-4 Karnes, F. A., & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8–18*. Waco, TX: Prufrock Press.

h. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

i. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

j. C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 3: Peer helping*. Ottawa, ON: YouCAN.

k. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

l. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

m. C0-270 Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, Vol. 50*(4), 370–396.

n. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.

o. C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

p. C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler–A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

q. C0-468 ISBN 0-06-091573-0 Hamlin, S. (1989). *How to talk so people listen*. New York, NY: Harper & Row Publishers.

r. C0-469 ISBN 1-57851-143-7 Argyris, C., Bartolomé, F., Bourgeous, L. J., III, Eisenhardt, K. M., Jay, A., Kahwajy, J. L., et al. (1999). *Harvard business review on effective communication*. Boston, MA: Harvard Business School Publishing.

s. C3-251 ISBN 978-0-306-81354-2 Robert, H. M., III, Evans, W. J., & Honemann, D. H. (2004). *Robert's rules of order: Newly revised in brief*. New York, NY: Perseus Books Group.

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: This self study package shall only be completed after the mandatory component of PO 503 (Lead Cadet Activities).

PO 504

1. **Performance**: Adopt an Active Lifestyle

2. **Conditions**:

    a. Given:

        (1) Cadet Fitness Assessment Scoresheet,

        (2) Cadet Fitness Assessment results,

        (3) Personal Activity Plan handout,

        (4) Supervision, and

        (5) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Any.

3. **Standard**: The cadet will adopt an active lifestyle by:

    a. participating in the Cadet Fitness Assessment;

    b. setting new short- and long-term personal goals;

    c. comparing start and end of year Cadet fitness assessment results; and

    d. participating in an average of seven hours of physical activity per week.

4. **Remarks**: This PO is assessed IAW Chapter 3, Annex B, 504 PC.

5. **Complementary Material**: The complementary material associated with this PO is EO C504.01 (Examine the Use of Technology to in Physical Fitness), designed to enhance the cadet's knowledge of personal fitness and healthy living.

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EO M504.01

1.   **Performance**: Participate in the Cadet Fitness Assessment

2.   **Conditions**:

a.   Given:

(1)   Cadet Fitness Assessment Scoresheet, and

(2)   Supervision.

b.   Denied: Assistance.

c.   Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.

3.   **Standard**: The cadet shall participate in the Cadet Fitness Assessment, to include:

a.   the cardiovascular component,

b.   the muscular strength component, and

c.   the muscular flexibility component.

4.   **Teaching Points**:

a.   Conduct a warm-up session, composed of light cardiovascular exercises, meant to:

(1)   stretch the muscles;

(2)   gradually increase respiratory action and heart rate;

(3)   expand the muscles' capillaries to accommodate the increase in blood circulation; and

(4)   raise muscle temperature to facilitate reactions in muscle tissue.

b.   Supervise while the cadets perform and score:

(1)   the 20-m Shuttle Run Test,

(2)   the curl-up,

(3)   the push-up, and

(4)   two of the following:

(a)   the trunk lift,

(b)   the shoulder stretch, and

(c)   the back-saver sit and reach.

c.   Conduct a cool-down session, composed of light cardiovascular exercises, meant to:

(1)   allow the body to slowly recover from physical activity and help to prevent injury;

(2)   prepare the respiratory and cardiovascular systems to return to their normal state; and

(3)   stretch the muscles.

5. **Time**:

a.	Introduction / Conclusion:	5 min
b.	Practical Activity:	25 min
c.	Subtotal:	30 min
d.	Total (two periods):	60 min

6. **Substantiation**: A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

7. **References**:

   a. C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

   b. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

8. **Training Aids**:

   a. EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,

   b. CATO 14-18, Cadet Fitness Assessment and Incentive Program,

   c. Leger 20-m Shuttle Run Test CD,

   d. Measuring tape,

   e. CD player,

   f. Pylons,

   g. Gym mats,

   h. 12-cm measuring strip,

   i. Paper,

   j. Metre sticks,

   k. Coins, and

   l. Back-saver sit and reach test apparatuses.

9. **Learning Aids**: Cadet Fitness Assessment Scoresheet.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 504 PC.

11. **Remarks**:

   a. This EO may be conducted concurrently with EOs M304.02 (Participate in the Cadet Fitness Assessment) and M404.01 (Participate in the Cadet Fitness Assessment).

   b. This EO may be conducted by the cadet independently during a training session.

c.   If the cadet conducts the Cadet Fitness Assessment without an instructor present, they shall be responsible for ensuring another cadet is available to assist and help set up the Cadet Fitness Assessment in a suitable area.

d.   The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

e.   The Cadet Fitness Assessment shall be set up prior to conducting this EO.

f.   This EO shall be conducted at the start and the end of the training year.

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EO M504.02

1. **Performance**: Update Personal Activity Plan

2. **Conditions**:

    a. Given:

        (1) Cadet Fitness Assessment results,

        (2) Personal Activity Plan handout,

        (3) Supervision, and

        (4) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall update their Personal Activity Plan for the training year by:

    a. reviewing Cadet Fitness Assessment results;

    b. listing current involvement in fitness and sports activities; and

    c. setting new short- and long-term personal goals for the training year.

4. **Teaching Points**: Have the cadets update their Personal Activity Plan from Phase Four, to include:

    a. reviewing Cadet Fitness Assessment results;

    b. listing current involvement in fitness and sports activities; and

    c. creating goals for the training year.

5. **Time**: Nil.

6. **Substantiation**: A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their Personal Activity Plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.

7. **References**:

    a. C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa, ON: Public Health Agency of Canada.

    b. C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

    c. C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

    d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

    e. C0-174 ISBN 978-0-7360-6828-4 Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for life: Middle school: Teacher's guide*. Windsor, ON: Human Kinetics.

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. Cadet Fitness Assessment results, and

    b. Personal Activity Plan handout.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 504 PC.

11. **Remarks**:

    a. This lesson shall follow the start of year Cadet Fitness Assessment (EO M504.01 [Participate in the Cadet Fitness Assessment]).

    b. No time has been allocated for this EO. Cadets will update their personal activity plan independently during a training session.

    c. Physical fitness resources can be printed or ordered from http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html, through the Public Health Agency of Canada to be given as handouts to the cadets.

EO M504.03

1. **Performance**: Evaluate Personal Activity Plan

2. **Conditions**:

    a. Given:

        (1) Cadet Fitness Assessment results,

        (2) Personal Activity Plan,

        (3) Supervision, and

        (4) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall evaluate their Personal Activity Plan for the training year by:

    a. comparing start and end of year Cadet Fitness Assessment results;

    b. comparing actual and planned fitness and sports activities; and

    c. setting new goals.

4. **Teaching Points**: Have the cadets evaluate their Personal Activity Plan by:

    a. comparing start and end of year Cadet Fitness Assessment results;

    b. comparing actual and planned fitness and sports activities; and

    c. creating new goals based on Cadet Fitness Assessment results and participation in fitness and sports activities.

5. **Time**: Nil.

6. **Substantiation**: A practical activity was chosen for this lesson as it allows the cadets to evaluate their Personal Activity Plan in a safe and controlled environment.

7. **References**:

    a. C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa, ON: Public Health Agency of Canada.

    b. C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

    c. C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

    d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

    e. C0-174 ISBN 978-0-7360-6828-4 Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for life: Middle school: Teacher's guide*. Windsor, ON: Human Kinetics.

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. Cadet Fitness Assessment results, and

    b. Personal Activity Plan from start of training year.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 504 PC.

11. **Remarks**:

    a. This lesson shall follow the end of year Cadet Fitness Assessment (EO M504.01 [Participate in the Cadet Fitness Assessment]).

    b. No time has been allocated for this EO. Cadets will evaluate their personal activity plan independently during a training session.

    c. Physical fitness resources can be printed or ordered from http://www.phac-aspc.gc.ca/pau-uap/ fitness/downloads.html through the Public Health Agency of Canada to be given as handouts to the cadets.

EO C504.01

1.   **Performance**: Examine the Use of Technology in Physical Fitness Activities

2.   **Conditions**:

   a.   Given:

      (1)   Self study package,

      (2)   Supervision, and

      (3)   Assistance as required.

   b.   Denied: Nil.

   c.   Environmental: Classroom or training area suitable to complete the self study package.

3.   **Standard**: The cadet shall examine the use of technology in physical fitness activities by completing a self study package.

4.   **Teaching Points**: Have the cadet complete the self study package, which includes:

   a.   comparing physical fitness equipment, to include:

      (1)   exercise equipment,

      (2)   personal devices, and

      (3)   multi-sensor activity tracking devices.

   b.   reviewing online and software-based fitness tools; and

   c.   comparing video games that promote physical fitness.

5.   **Time**:

   a.   Self Study: 90 min
   b.   Total: 90 min

6.   **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail the use of technology in physical fitness activities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7.   **References**:

   a.   C0-431 Mobile & Peruasive. (2008). *A brief survey of physical activity monitoring devices.* Retrieved October 20, 2009, from http://www.icta.ufl.edu/projects/publications/chao08a.pdf

   b.   C0-432 British Medical Journal. (2007). *Comparison of energy expenditure in adolescents when playing new generation and sedentary computer games: Cross sectional study*. Retrieved October 20, 2009, from http://bmj.com/cgi/content/full/335/7633/1282

   c.   C0-433 Reader's Digest. (2009). *Video game fitness*. Retrieved October 20, 2009, from http://www.readersdigest.ca/health/cms/xcms/video-game-fitness_786_a.html

    d.   C0-434 Reader's Digest. (2009). *What do video game ratings mean*? Retrieved October 20, 2009, from http://www.readersdigest.ca/health/cms/xcms/video-game-fitness_186_a.html

    e.   C0-435 Defense Centers of Excellence. (2009). *Video games for physical and cognitive fitness*. Retrieved October 20, 2009, from http://www.dcoe.health.mil/blog/article.aspx?id=1&posted=16

8.   **Training Aids**: Nil.

9.   **Learning Aids**:

    a.   Self study package, and

    b.   Pen / pencil.

10.   **Test Details**: Nil.

11.   **Remarks**: Nil.

PO 507

1. **Performance**: Serve in a Sea Cadet Corps

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will serve in a sea cadet corps, to include:

   a. participating in Phase Five training;

   b. assisting in the corps' operations; and

   c. completing On-the-Job Practical Requirements (OJPR).

4. **Remarks**: EO M507.01 (Develop a Personalized Schedule) shall be conducted at the beginning of the training year.

5. **Complementary Material**:

   a. Complementary material associated with PO 507 is designed to enhance the cadet's knowledge of serving in a sea cadet corps, specifically:

      (1) EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre [CIC] Officer),

      (2) EO C507.02 (Identify Volunteer Opportunities With the Navy League of Canada),

      (3) EO C507.03 (Reflect Upon the Cadet Experience); and

   b. Only one complementary EO from PO 507 (Serve in a Sea Cadet Corps) may be used to satisfy the minimum requirements of Phase Five.

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EO M507.01

1. **Performance**: Develop a Personalized Schedule

2. **Conditions**:

   a. Given:

       (1)   Handout of performance objectives (POs) and enabling objectives (EOs) of Phase Five training,

       (2)   Phase Five Logbook,

       (3)   Current corps training schedule,

       (4)   Supervision, and

       (5)   Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall:

   a. identify Phase Five mandatory training;

   b. identify Phase Five complementary training;

   c. review summer training opportunities;

   d. review leadership assignment and leadership appointment opportunities at the corps;

   e. explain the On-the-Job Practical Requirements (OJPR) and Phase Five Logbook; and

   f. develop a personalized schedule.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Identify Phase Five mandatory training common to the sea, army and air elements of the CCO, to include: a. citizenship, b. community service, c. leadership, d. personal fitness and healthy living, e. general cadet knowledge, f. workshops, and g. individual learning.	Interactive Lecture	10 min	A0-096 A1-066
TP2	Identify Phase Five complementary training opportunities, to include: a. common, and b. elemental.	Interactive Lecture	10 min	

TP	Description	Method	Time	Refs
TP3	Review summer training opportunities, to include: a. staff cadet advanced training, and b. Cadet Summer Training Centre (CSTC) courses.	Group Discussion	5 min	A0-035 A1-066
TP4	Review leadership assignment and leadership appointment opportunities at the corps.	Group Discussion	5 min	
TP5	Explain the OJPR and Phase Five Logbook.	Interactive Lecture	20 min	A1-071
TP6	Have the cadets develop a personalized schedule.	In-Class Activity	30 min	

5. **Time**:

   a. Introduction / Conclusion: 10 min

   b. Interactive Lecture: 40 min

   c. Group Discussion: 10 min

   d. In-Class Activity: 30 min

   e. Total: 90 min

6. **Substantiation**:

   a. An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Phase Five mandatory and complementary training opportunities as well as the OJPR and Phase Five Logbook.

   b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the corps.

   c. An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

7. **References**:

   a. A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadet*. Ottawa, ON: Department of National Defence.

   b. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

   c. A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

   d. A1-071 A-CR-CCP-605/PW-001 Director Cadets 3. (2009). *Royal Canadian Sea Cadets phase five logbook*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:

   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,

   b. Phase Five Logbook,

    c.   Handouts of the POs and EOs for Phase Five training, and

    d.   Current corps training schedule.

9.   **Learning Aids**:

    a.   Phase Five Logbook,

    b.   Handout of the POs and EOs for Phase Five training, and

    c.   Current corps training schedule.

10.   **Test Details**: Nil.

11.   **Remarks**: This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

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EO C507.01

1. **Performance**: Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall identify service opportunities for a Cadet Instructors Cadre (CIC) officer by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. enrolment standards for the CIC,

   b. corps / squadron service opportunities, to include:

      (1) employment at a corps / squadron, and

      (2) employment at technical training establishments, such as:

         (a) Regional Cadet Sailing Schools (sail centres),

         (b) Regional Army Cadet Expedition Centres (expedition centres), and

         (c) Regional Cadet Air Operations (gliding centres);

   c. regional service opportunities, to include:

      (1) employment at regionally directed activities, to include:

         (a) non-discretionary,

         (b) discretionary; and

      (2) employment at a cadet detachment / Regional Cadet Support Unit (RCSU), and

      (3) employment at a Regional Cadet Instructor School (RCIS),

   d. Cadet Summer Training Centre (CSTC) service opportunities, and

   e. national service opportunities, to include:

      (1) employment at nationally directed activities, and

      (2) employment at the Directorate Cadets and Junior Canadian Rangers (D Cdts & JCR).

5. **Time**:

   a. Self Study: 90 min

   b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

a.   A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

b.   A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrollment - Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.

c.   A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.

d.   A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.

e.   A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.

f.   A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from http://www.cadets.ca/employment-emploi.aspx

g.   A0-199 Department of National Defence. (2009). *CIC–Cadet instructors cadre*. Retrieved October 29, 2009, from http://www.vcds.forces.gc.ca/cic/index-eng.asp

h.   A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

i.   A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

j.   A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a.   Self study package, and

   b.   Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

EO C507.02

1. **Performance**: Identify Volunteer Opportunities With the Navy League of Canada (NLC)

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall identify volunteer opportunities with the NLC by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

    a. reviewing the role and responsibilities of the NLC / local NLC branch, to include:

        (1) fundraising;

        (2) recruiting cadets;

        (3) recruiting officers;

        (4) screening volunteers;

        (5) providing adequate office and training facilities;

        (6) participating in selection boards for senior cadet rank appointments;

        (7) participating in selection boards for sea cadet summer training / exchanges;

        (8) participating in selection boards for honours and awards;

    b. examining examples of support the NLC has provided sea cadets;

    c. attending a meeting with a member of the NLC, to discuss:

        (1) the potential for future involvement with Canadian Cadet Movement (CCM) as a member of the NLC;

        (2) the range of volunteer opportunities available and the amount of time commitment that may be required for each; and

        (3) the screening process and registration process required of all NLC adult volunteers.

5. **Time**:

    a. Self Study: 60 min
    b. Total: 90 min

6.   **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail volunteer opportunities with the NLC at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7.   **References**:

a.   A0-040 2005-113124 Director Cadets. (2005). *Memorandum of understanding between the DND and the leagues*. Ottawa, ON: Department of National Defence.

b.   A1-073 CATO 11-09 Director Cadets 2. (2008). *Volunteering with the navy league cadets*. Ottawa, ON: Department of National Defence.

c.   A1-074 Navy League of Canada. (2009). *Navy league news*. Retrieved October 30, 2009, from http://www.navyleague.ca/eng/news/index.asp

d.   C1-068 Navy League of Canada. (2002). *Guide for local branches: Part one*. Ottawa, ON: Navy League of Canada.

e.   C1-069 Navy League of Canada. (2002). *Guide for local branches: Part two*. Ottawa, ON: Navy League of Canada.

f.   C1-097 Navy League of Canada. (2009). *Scholarships & awards*. Retrieved October 30, 2009, from http://www.navyleague.ca/eng/seacadets/awards.asp

8.   **Training Aids**: Nil.

9.   **Learning Aids**:

a.   Self study package, and

b.   Pen / pencil.

10.   **Test Details**: Nil.

11.   **Remarks**: The 30-minute meeting between the NLC member and the Phase Five cadet should be scheduled for the third period of the training session in which the cadet is attempting this self study package.

EO C507.03

1.   **Performance**: Reflect Upon the Cadet Experience

2.   **Conditions**:

   a.   Given:

       (1)   Self Study Package,

       (2)   Supervision, and

       (3)   Assistance as required.

   b.   Denied: Nil.

   c.   Environmental: Classroom or training area suitable to complete the self study package.

3.   **Standard**: The cadet shall reflect upon the cadet experience by completing a self study package.

4.   **Teaching Points**: Have the cadet complete the self study package, which includes:

   a.   conducting a self-assessment of the cadet experience;

   b.   analyzing the relationship between the cadet experience and preparation for adulthood; and

   c.   developing an action plan.

5.   **Time**:

   a.   Self Study: 90 min
   b.   Total: 90 min

6.   **Substantiation**: A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7.   **References**:

   a.   C0-447 Furstenberg, F. F., Kennedy, S., McCloyd, V. C., Rumbaut, R. G., and Settersen, R. A. (2003). *Between adolescence and adulthood: Expectations about the timing of adulthood*. Retrieved October 28, 2009, from http://www.transad.pop.upenn.edu/downloads/between.pdf

   b.   C0-448 COMPAS Inc. (2002). *Cadet training focus group study*. Ottawa, ON: Department of National Defence.

   c.   C0-449 Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties* (Chapter 1). Retrieved October 28, 2009, from http://www.jeffreyarnett.com/EmerAdul.chap1.pdf

   d.   C0-450 Whitehead, S. (2009). *Emerging adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html

   e.   C0-451 Grossman, L. (2009). *Grow up? Not so fast*. Retrieved October 28, 2009, from http://www.time.com/time/magazine/article/0,9171,1018089,00.html

8.   **Training Aids**: Nil.

9.   **Learning Aids**:

    a.   Self study package, and

    b.   Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

PO 509

1. **Performance**: Instruct Cadets

2. **Conditions**:

    a. Given:

        (1) A lesson specification,

        (2) An instructional guide, and

        (3) Supervision.

    b. Denied: Assistance.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will instruct a 30-minute lesson by:

    a. researching the material for the lesson;

    b. preparing for the lesson, to include:

        (1) writing a lesson plan;

        (2) preparing training aids; and

        (3) preparing the learning environment; and

    c. delivering the lesson, to include:

        (1) introducing the lesson;

        (2) presenting the content of the lesson;

        (3) confirming the knowledge / skills learned during the lesson; and

        (4) concluding the lesson.

4. **Remarks**:

    a. Cadets will be assigned lessons from Phases 1–4 to instruct as part of their On- the-Job Training (OJT).

    b. This PO is assessed IAW Chapter 3, Annex B, 509 PC.

5. **Complementary Material**: Complementary material associated with PO 509 is C509.01 (Monitor Instruction) designed to introduce cadets to the process of monitoring instruction.

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EO C509.01

1. **Performance**: Monitor Instruction

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to complete the self study package.

3. **Standard**: The cadet shall monitor instruction by completing a self study package.

4. **Teaching Points**: Have the cadet complete a self study package, which includes:

    a. the purpose of monitoring instruction;

    b. the process of monitoring instruction; and

    c. monitoring instruction.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to develop skills to monitor instruction at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

    a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

    b. A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

    c. A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.

    d. A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.

    e. A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a.   Self study package, and

    b.   Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

PO 513

1. **Performance**: Attend Workshops

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance as required

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will attend four workshops.

4. **Remarks**: This PO is assessed IAW Chapter 3, Annex B, 513 PC.

5. **Complementary Material**: Nil.

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PO 514

1. **Performance**: Pursue Individual Learning

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Any.

3. **Standard**: The cadet will pursue individual learning by:

   a. developing an Individual Learning Plan (ILP) to include:

      (1) identifying an area of interest;

      (2) determining learning goals;

      (3) identifying necessary resources;

      (4) identifying measures of success;

      (5) setting target dates;

      (6) discussing the plan with a supervisor; and

      (7) adjusting the plan if necessary;

   b. putting the plan into action;

   c. monitoring the progress and adjusting the plan if necessary;

   d. informing the supervisor of any adjustments; and

   e. following up with the supervisor when all goals have been met.

4. **Remarks**: This PO will be assessed IAW Chapter 3, Annex B, 514 PC.

5. **Complementary Material**: Nil.

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PO 520

1. **Performance**: Describe Aspects of the Canadian Naval and Maritime Community

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will describe aspects of the Canadian naval and maritime community, to include:

    a. naval educational opportunities,

    b. civilian maritime educational opportunities,

    c. naval career opportunities, and

    d. civilian maritime career opportunities.

4. **Remarks**: Nil.

5. **Complementary Material**: PO 520 (Describe Aspects of the Canadian Naval and Maritime Community) is a complementary package designed to enhance the cadet's knowledge of the Canadian naval and maritime community.

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EO C520.01

1. **Performance**: Examine Canadian Naval and Maritime Educational and Career Opportunities

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall examine Canadian naval and maritime educational and career opportunities by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. examining maritime educational opportunities, to include:

      (1) Canadian Forces (CF) educational opportunities, to include:

         (a) Regular Officer Training Program (ROTP),

         (b) Continuing Education Officer Training Program (CEOTP), and

         (c) Non-Commissioned Member Subsidized Education Plan (NCM-SEP);

      (2) Canadian Coast Guard (CCG) educational opportunities, to include:

         (a) CCG Officer Training Program,

         (b) Marine Communications and Traffic Services (MCTS) program, and

         (c) Marine Electronic Technologist (EL) Development (MELDEV) program; and

      (3) civilian educational opportunities; and

   b. examining maritime career opportunities, to include:

      (1) government career opportunities, to include:

         (a) military,

         (b) CCG, and

         (c) Fisheries and Oceans Canada (DFO); and

      (2) private sector career opportunities, to include:

         (a) aquaria-related careers,

         (b) cruise ship careers,

         (c) oceanography and the marine sciences,

         (d) fishing,

(e)   commercial diving,

(f)   maritime transportation, and

(g)   shipbuilding.

5.   **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6.   **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail Canadian naval and maritime educational and career opportunities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7.   **References**:

a.   C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard*. Retrieved October 20, 2009, from http://www.ccg-gcc.gc.ca

b.   C1-232 ISBN 0-07-144851-9 Heitzmann, Ray (2006). *Opportunities in marine science and maritime careers*. New York, NY: McGraw-Hill.

c.   C1-236 Department of National Defence. (2009). *Canadian Forces Recruiting–Job Explorer*. Retrieved October 20, 2009, from http://www.forces.ca/html/jobexplorer_en.aspx

8.   **Training Aids**: Nil.

9.   **Learning Aids**:

a.   Self study package, and

b.   Pen / pencil.

10.   **Test Details**: Nil.

11.   **Remarks**: Nil.

PO 521

1. **Performance**: Complete a Ropework Project

2. **Conditions**:

    a. Given:

        (1) Rope,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will complete one of the following ropework projects:

    a. tying a star knot, or

    b. making a prolong mat.

4. **Remarks**: Nil.

5. **Complementary Material**: PO 521 (Complete a Ropework Project) is a complementary package designed to enhance the cadet's knowledge of ropework.

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EO C521.01

1. **Performance**: Complete a Ropework Project

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall complete a ropework project by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

    a. tying a star knot; or

    b. making a prolong mat.

5. **Time**:

    a. Self Study: 90 min
    b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to complete a ropework project at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

    a. C1-064 ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.

    b. C1-102 Fukuhara, D. (2002). *Fancy knotting: An introduction*. Vancouver, BC: Author.

    c. C1-234 ISBN 0-07-059218-7 Smith, H. (1993). *The marlinspike sailor*. Camden, ME: International Marine

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. 10 m of 4-mm (3/16-inch) diameter braided line,

    b. Corkboard,

    c. Straight pins,

    d. Cutting tool,

    e. Glue, and

    f. Prolong mat pattern.

10. **Test Details**: Nil.

11. **Remarks**: Cadets are required to complete only one of the two projects described in this EO to satisfy the minimum requirements for PO 521 (Complete a Ropework Project).

PO 523

1. **Performance**: Serve in a Naval Environment

2. **Conditions**:

    a. Given:

        (1) Supervision, and

        (2) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will:

    a. examine naval customs and traditions; or

    b. complete a navigation exercise, by either:

        (1) plotting a fix; or

        (2) completing a fixing paper.

4. **Remarks**: Nil.

5. **Complementary Material**:

    a. PO 523 (Serve in a Naval Environment) is a complementary package designed to enhance the cadet's knowledge of naval customs and traditions / navigation.

    b. Cadets choosing a navigation exercise as complementary training will complete either:

        (1) EO C523.02A (Plot a Fix) if they have only completed mandatory navigation EOs during Phase Four training; or

        (2) EO C523.02B (Complete a Fixing Paper) if they have completed all complementary navigation EOs during Phase Four training.

    c. Only one complementary EO from PO 523 (Serve in a Naval Environment) may be completed to satisfy the minimum requirements of Phase Five training.

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EO C523.01

1. **Performance**: Examine Naval Customs and Traditions

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall examine naval customs and traditions by completing a self study package.

4. **Teaching Points**: Have the cadets complete the self study package, which includes:

    a. examining the origins and history of naval officer ranks;

    b. identifying superstitions and traditions of naval personnel; and

    c. examining the historical laws of the Royal Navy (RN).

5. **Time**:

    a. Self Study: 90 min
    b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail naval customs and traditions at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

    a. C1-043 *ReadyAyeReady.com - The Canadian Navy*. (2006). Retrieved October 21, 2009, from http://www.readyayeready.com

    b. C1-238 *Royal Navy & Marine Customs and Traditions*. (2009). Retrieved October, 21, 2009, from http://www.hmsrichmond.org/avast/customs.htm

    c. C1-239 ISBN 0-920852-38-6 Arbuckle, G. (1984). *Customs and traditions of the Canadian Navy*. Halifax, NS: Nimbus Publishing Limited.

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. Self study package, and

    b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

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EO C523.02A

1. **Performance**: Plot a Fix

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall plot a fix by completing a self study package.

4. **Teaching Points**: Have the cadets complete the self study package, which includes:

    a. plotting a position using a three-bearing fix; and

    b. plotting a position using a horizontal angle fix.

5. **Time**:

    a. Self Study: 90 min
    b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail potting a fix at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**: C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. Self study package,

    b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and

    c. Navigation instruments.

10. **Test Details**: Nil.

11. **Remarks**:

    a. EO C523.02A (Plot a Fix) may be completed by cadets who have not completed complementary navigation EOs during Phase Four training.

    b. This lesson requires the use of a station pointer, which is a navigation instrument that the cadets have not been introduced to previously.

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EO C523.02B

1. **Performance**: Complete a Fixing Paper

2. **Conditions**:

    a. Given:

        (1) Self study package,

        (2) Supervision, and

        (3) Assistance as required.

    b. Denied: Nil.

    c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall complete a fixing paper by completing a self study package.

4. **Teaching Points**: Have the cadets complete a fixing paper.

5. **Time**:

    a. Self Study: 90 min
    b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to complete a fixing paper at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**: C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.

8. **Training Aids**: Nil.

9. **Learning Aids**:

    a. Self study package,

    b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and

    c. Navigation instruments.

10. **Test Details**: Nil.

11. **Remarks**: EO C523.02B (Complete a Fixing Paper) may only be completed by cadets who have completed all complementary navigation EOs during Phase Four training.

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ANNEX A

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

METHOD	DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED	DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL	DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY
Behaviour Modeling	Not applicable	Not applicable	Applicable
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Problem-based Learning	Not applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Seminar Method	Not applicable	Not applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
BEHAVIOUR MODELING Under development			
CASE STUDY Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions	1. Learning principles, attitudes and concepts.	1. Effective application of teaching principles instead of "preaching". 2. Cadets can help each other learn. 3. High energy and perfect demonstrations. 4. Can be easily related to a real life situation in the past and for future applications.	1. Must be well organized and facilitated in order to ensure learning takes place.
DEMONSTRATION AND PERFORMANCE Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it. **Demonstration Method** A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.	**Demonstration Method** 1. To teach manipulative hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures.	**Demonstration Method** 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups.	**Demonstration Method** 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
Performance Method A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	**Performance Method** 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures.	**Performance Method** 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety.	**Performance Method** 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
EXPERIENTIAL LEARNING Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen. **Stage 1: Concrete Experience:** Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, reading. **Stage 2: Reflective Observation:** Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs. **Stage 3: Abstract Conceptualization:** Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning. **Stage 4: Active Experimentation:** Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities: simulation, fieldwork. Note: The cycle is ongoing as each learning experience builds on another.	1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving.	1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based.	1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
FIELD TRIP Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying / gliding, hikes or boat trips.	1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce / illustrate and confirm topics.	1. Immerse cadets in a specific environment.	1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
GAME Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.	1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment.	1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved.	1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.
GROUP DISCUSSION Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction.	1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement.	1. Requires highly skilled instructors. 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.

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GUIDED DISCUSSION Cadets are guided to reach performance objectives by drawing out their opinions, knowledge, experience and capabilities through a series of open ended lead-off questions, responses and follow-up questions. The instructor summarizes throughout and concludes effectively to ensure the performance objective is met.	1. When cadets are already familiar with the subject. 2. When the instructor wishes the cadets to learn through a series of structured questions.	1. The sharing of information, experiences and opinions by the group leads to the achievement of the teaching points and overall lesson objective.	1. Takes time to prepare. 2. The instructor must ensure that the cadets stay on the subject. 3. Off-topic questions must be handled with tact.
IN-CLASS ACTIVITY In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming / debating.	1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To introduce a subject. 4. To give direction on procedures. 5. To present basic material. 6. To introduce a demonstration, discussion or performance. 7. To illustrate the application of rules, principles or concepts. 8. To review, clarify, empathize or summarize.	1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. 2. Permits flexibility with class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence.	1. Encourages cadet passiveness. 2. Difficult to gauge cadet reaction. 3. Takes time to prepare.
INTERACTIVE LECTURE The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.	1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize.	1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence.	1. Involves one-way communication. 2. Poses problems in skill teaching. 3. Encourages passive behaviour. 4. Difficult to gauge cadet reaction. 5. Requires highly skilled instructors. 6. Requires a high level of concentration from the cadets.

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LECTURE This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.	1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize.	1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions.	1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.
ON-THE JOB TRAINING (OJT) OJT prepares cadets to perform a job within the cadet program. Cadets learn job related behaviours / skills and the practice them through performance on the job. An instructor facilitates learning and coaches each cadet through the process. All cadets have the opportunity to reflect and provide feedback on their performance. Besides learning the job skills, cadets practice and refine peer and self-evaluation skills and skills in providing feedback.	1. Appropriate for learning leadership positions and learning supervisory responsibilities. 2. Learn to perform numerous tasks and responsibilities that would otherwise be listed.	1. Gives ownership to the learner to learn required skills. 2. Potential for a rewarding a situation. 3. Challenging.	1. Should be used in low risk activity or situations. 2. Extensive supervision is required to ensure proper content is covered. 3. May be a very challenging learning curve. 4. Requires an appropriate debriefing.
PEER LEARNING Cadets in the same class teach each other. This allows cadets to learn from each other while also developing coaching, feedback and instructional skills.	1. Review. 2. Areas of expertise. 3. Practicing instructional techniques. 4. In practical situations such as leadership development, parade appointments, etc.	1. Teenagers can be especially receptive to learning from their peer group. 2. By instructing, cadets should master the material they are presenting. 3. Offers good opportunity to evaluate instructional techniques and leadership.	1. If cadets do not master the material presented or lack the instructional skills, the class may not be successful. 2. A good debriefing is often required to ensure the learning is correct and emphasis was on the right objectives.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
PRACTICAL ACTIVITY Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.	1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 3. To introduce a subject.	1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Fun and interesting. 5. Creates ownership. 6. Highly participative in small groups. 7. Many resources involved.	1. Extensive supervision is required to ensure proper content is covered. 2. Takes time to prepare. 3. Not suitable for large groups.
PROBLEM-BASED LEARNING Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.	1. Review. 2. In practical situations such as leadership development, parade appointments, etc.	1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Many resources involved.	1. Critical thinking skills are required. 2. Broad knowledge of the subject matter is required.
ROLE PLAY Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO.	1. Skills associated with social systems or human interactions; practical situations eg. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques. 2. Attitudinal objectives.	1. High participation, interactive delivery and may lead to discussions. 2. Experience is developed in a supportive environment. 3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation.	1. Participants can be easily side-tracked, need for good preparation and controls must be set appropriately. 2. Competence, experience and prepared instructors required.

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SELF-STUDY In a self-study method, the instructor provides materials and instructions to the cadets, then they learn the topic independently (learning at their own pace) often using a prepared package of information, written content, computer based learning, using videos, tapes (CDs) or models. Self-study does not need to be complex or in-depth; instructors can include self-study components as part of an interactive lesson or as a method on its own.	1. To provide remedial instruction. 2. To provide make-up instruction. 3. To maintain previously learned skills, which are not performed frequently enough. 4. To provide retraining on equipment and procedures that have become obsolete. 5. To upgrade production. 6. To accelerate capable cadets. 7. To provide enough common background among cadets. 8. To provide the review and practice of knowledge and skills.	1. Reduces failure rates. 2. Improves end-of-course proficiency. 3. Saves time. 4. Provides for self-instruction. 5. Improves efficiency and economy for group or individualized instruction. 6. Reduces instructor implication. 7. Allows for very personalized feedback if present.	1. Requires local or commercial preparation. 2. Requires lengthy programmer training. 3. Increases expenses. 4. Requires considerable lead times. 5. Poses administrative problems. 6. Requires follow-up, feedback or evaluation in order to ensure learning is up to standard. 7. Requires a great deal of discipline from the learner.
SEMINAR METHOD This is a tutorial arrangement involving the instructor and group, rather than instructor and individual.	1. To provide general guidance for group working on an advanced study or research project. 2. To exchange information on techniques and approaches being explored by members of a study or research groups. 3. To develop new and imaginative solutions to problems under study by the group.	1. Provides motivation and rapport. 2. Stimulates active participation. 3. Permits adaptive instruction.	1. Requires highly competent instructors. 2. Poses evolution problems. 3. Is more costly than most other methods.

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SIMULATION Simulation is a realistic representation of a situation (that cannot take place in the real environment) used to teach performance objectives without risk or complication. Cadets are active participants in the learning process. Instructor feedback is critical for learning. Many activities can be simulated (eg, first aid, leadership principles, dry firing).	1. Attitudinal objectives.	1. Cadets acquired the skills to conduct activities in the real environment. 2. Cadets receive critical feedback. 3. Allows for exploration of solutions. 4. Provides opportunity to practice skills.	1. Not applicable for large groups. 2. Cadets may be self-conscious.
TUTORIAL The instructor works directly with the cadets to ensure the successful achievements of the learning objectives. This is a useful way to teach highly complex skills, knowledge and procedures, or to provided remedial training to cadets. This method focuses on the cadet's needs and the individualized assistance provided it motivating for the cadet. Tutorials are easily adaptable to the cadet's learning pace and style.	1. To teach highly complex skills and operations or operations involving danger or expensive equipment. 2. To provided individualized remedial assistance. 3. During a debriefing where learning must take place eg, monitoring.	1. Permits adaptive instruction. 2. Stimulates active participation. 3. Promotes safety.	1. Requires highly competent instructors. 2. Demands time and money.

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