



## ROYAL CANADIAN SEA CADETS

# PHASE FOUR QUALIFICATION STANDARD AND PLAN

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-604/PG-002.

**Issued on Authority of the Chief of the Defence Staff**

Canada



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**OPI: D Cdts 3 – Senior Staff Officer Youth Programs Development**

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**Canada**



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## **FOREWORD AND PREFACE**

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-604/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers in accordance with CATO 11-03 *Cadet Program Mandate*, CATO 11-04 *Cadet Program Outline* and CATO 31-03 *Sea Cadet Program Outline*, and 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 A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase Four training, as outlined in CATO 11-04 *Cadet Program Outline* and CATO 31-03 *Sea Cadet Program Outline*.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **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](mailto:sea.dev@cadets.gc.ca).

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## CHAPTER 1

### GENERAL

#### AIMS

1. The aims of the Cadet Program are 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 Four is to provide a Sea Cadet with the theoretical knowledge and practical experience required to participate in cadet corps activities and appointments as a team leader.

#### PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the Cadet Program 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. Cadet Program 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 Cadet Program 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 Four 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. Normally a cadet will only attempt one level in a given training year.
7. Each phase level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

#### PROGRAM DESIGN

8. Phase Four has been designed:
  - a. assuming that the majority of cadets are between 15 and 16 years of age;
  - b. assuming that the majority of cadets have successfully completed Phase Three;
  - c. using age-appropriate learning strategies;
  - d. using 30 minutes as a standard period of instruction;

- e. by providing a programming mix consisting of fixed mandatory and flexible complementary training;
- f. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
- g. 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 cadet program (allocated POs numbered 401 to 419) and the POs specific to the Phase Four:

- a. **Citizenship.** PO 401 – Recognize How the Legal System Affects Youth
  - (1) The aim of Proficiency Level Four citizenship is to introduce the cadet to aspects of Canada's legal system and laws that affect youth.
  - (2) Proficiency Level Four 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 402 – Perform Community Service as a Team Leader
  - (1) The aim of Phase Four community service is to encourage the cadet to be an active citizen through participation as a team leader in a local community service activity.
  - (2) Phase Four 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 403 – Act as a Team Leader
  - (1) The aim of Phase Four leadership is to provide the cadet with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.
  - (2) Phase Four 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 404 – Update Personal Activity Plan
  - (1) The aim of Phase Four personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to active living and cardiovascular fitness.
  - (2) Phase Four 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. **Recreational Sports.** PO 405 – Participate in Recreational Sports
  - (1) The aim of Phase Four recreational sports is to encourage the cadet to actively participate in recreational sports activities.
  - (2) Phase Four recreational sports contribute directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

- f. **Air Rifle Marksmanship.** PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship
- (1) The aim of Phase Four air rifle marksmanship is to develop the cadet's marksmanship abilities through participation in recreational marksmanship.
  - (2) Phase Four air rifle marksmanship contributes indirectly to the achievement of the program aims of developing the attributes of good citizenship and leadership through the use of competitive marksmanship as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well-being through building self-esteem and promoting an active lifestyle.
- g. **General Cadet Knowledge.** PO 407 – Serve in a Sea Cadet Corps
- (1) The aim of Phase Four general cadet knowledge is to provide the cadet with information on the opportunities inherent in the sea cadet program and the partnership between the Department of National Defence and the Navy League of Canada.
  - (2) Phase Four 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.
- h. **Drill.** PO 408 – Command a Division on Parade
- (1) The aim of Phase Four drill is to provide the cadet with the knowledge and skills to command a division on parade.
  - (2) Phase Four drill contributes directly to the achievement of the program aims of developing leadership and stimulating an interest in the sea activities of the CF, and the participant outcomes of social and cognitive competence.
- i. **Instructional Techniques.** PO 409 – Instruct a Lesson
- (1) The aim of Phase Four instructional techniques is to provide cadets with the knowledge and skills to instruct a 30-minute period of instruction.
  - (2) Phase Four 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.
- j. **Canadian Navy and Maritime Community.** PO 420 – Recognize Aspects of the Canadian Navy and Maritime Community
- (1) The aim of Phase Four 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 Four 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.
- k. **Ropework.** PO 421 – Perform Ropework
- (1) The aim of Phase Four 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 Four 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.
- I. **Small Craft Operation.** PO 422 – Describe the Required Responses to Changing States of Weather While Operating a Small Craft
    - (1) The aim of Phase Four small craft operation is to provide cadets with the basic knowledge set required to operate a small craft.
    - (2) Phase Four small craft operation supports Sea Cadet on-water operations by providing the basic knowledge set required to operate a small craft. 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.
  - m. **Ship's Operations,** PO 423 – Locate a Position on a Chart
    - (1) The aim of Phase Four ship's operations is to provide cadets with some basic marine navigation knowledge and skills.
    - (2) Phase Four 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.
  - n. **Sail.** PO 424 – Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II
    - (1) The aim of Phase Four sail is to continue to develop basic knowledge and skills involved in crewing a sailboat.
    - (2) Phase Four sail training 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 small craft. 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.



- o. **Nautical Training.** PO 425 – Participate in a Nautical Training Weekend
  - (1) The aim of Phase Four nautical training is to provide cadets additional opportunity to participate in a nautical activity that:
    - (a) reinforces mandatory and / or complementary training;
    - (b) allows cadets to participate in naval aspects of the CF or maritime community; and
    - (c) provides a hands-on opportunity that introduces new skills / knowledge.
  - (2) Phase Four nautical training 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 small craft. 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.

### **METHOD OF ACHIEVING OBJECTIVES**

10. The majority of Phase Four POs are skill-related. Skills are acquired through practical periods of instruction and practice. In order to achieve these POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of Phase Four:

- 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. 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**

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

12. Cadets participating in Phase Four shall normally be between 15 and 16 years of age.

### **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 Four. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers as the primary reference for validation of Phase Four qualification training.

14. Phase Four shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-604/PF-001, *Royal Canadian Sea Cadets Phase Four - Instructional Guides*.

15. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cds 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 Director Cadets and Junior Canadian Rangers (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) Regional Cadet Sailing Schools (RCSS) or Sail Centres; and
  - (2) Other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

### TRAINING DETAILS

2. In accordance with CATOs 11-04, *Cadet Program Outline* and 31-03, *Sea Cadet Program Outline*, the Phase Training Program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. The Phase Training Program is divided into two 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; and
- b. **Complementary Training.** Complementary 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. These activities complement mandatory activities and form an integral part of the Phase Training Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Training Program to match the corps' interests and resources.

3. **Phase Four Training Outline.** The distribution of mandatory and complementary training in Phase Four is as follows:

- a. Mandatory Training:
  - (1) 60 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during mandatory training days (9 periods per day) for a total of two days;
  - (3) 2 days for an inter-divisional seamanship competition; and
  - (4) One weekend for the conduct of PO 424.
- b. Complementary Training:
  - (1) 30 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during complementary training days (9 periods per day) for a total of two days; and
  - (3) One weekend for the conduct of EO C325.02A or C325.02B (Nautical Training).

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

Topic	PO No.	Performance Objective	Mandatory Periods	Specific Mandatory Training Days	Specific Mandatory Training Weekends	Complementary Periods	Specific Complementary Training Weekends
Citizenship	401	Recognize How the Legal System Affects Youth	0	-	-	4	-
Community Service	402	Perform Community Service	9	-	-	12	-
Leadership	403	Act as a Team Leader	10	-	-	13	-
Personal Fitness and Healthy Living	404	Update Personal Activity Plan	4	-	-	5	-
Recreational Sports	405	Participate in Recreational Sports	9	-	-	27	-
Air Rifle Marksmanship	406	Fire the Cadet Air Rifle During Recreational Marksmanship	3	-	-	15	-
General Cadet Knowledge	407	Serve in a Sea Cadet Corps	2	-	-	7	-
Drill	408	Command a Division	5	-	-	22	-
Instructional Techniques	409	Instruct a Lesson	10	-	-	22	-
Biathlon	311	Participate in a Recreational Summer Biathlon Activity	0	-	-	9	-
Canadian Navy and Maritime Community	420	Recognize Aspects of the Canadian Navy	4	-	-	11	-
Ropework	421	Perform Ropework	0	-	-	27	-
Small Craft Operations	422	Describe the Required Responses to Changing States of Weather While Operating a Small Craft	-	-	-	17	-
Ship's Operations	423	Locate a Position on a Chart	12	-	-	9	-
Sail	424	Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II	-	-	1	-	-
Nautical Training	425	Participate in a Nautical Training Weekend	-	-	-	1	1
Inter-Divisional Seamanship Competition	N/A	N/A	1	2	-	-	-
Positive Social Relations for Youth	N/A	N/A	6	-	-	-	-
Annual Ceremonial Review (ACR)	N/A	N/A	3	-	-	-	-
<b>Total</b>			<b>78</b>	<b>2</b>	<b>1</b>	<b>203</b>	<b>1</b>

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

6. **Training Staff Requirements.**

a. Corps Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt(N)	00232-01	1	Minimum: Captain Qualification or DP2 Junior Officer CIC Qualification  Preferred: Senior Instructor Course and CIC Training Officer Course

b. Phase Four Course Officer (Phase Four Crse O):

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

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

c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
PO1 and above	N/A	1 per 10 cadets	Minimum: Phase Four  Preferred: Completion of 6-week CSTC qualification

7. **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, etc.) and by local circumstances as is the structure for instructional or training support cadre(s). The technical specialists required in support of Phase Four are:

- a. Range Safety Officer (RSO) (Air Rifle) as required in support of PO 406 and PO 311;
- b. Air Rifle Marksmanship Instructor(s) as required in support of PO 406 and PO 311;
- c. Fitness and Sports Instructor(s) as required in support of PO 404 and PO 405;
- d. Drill and Ceremonial Instructor(s) as required in support of PO 408;
- e. Ship's Boat Operator(s) as required in support of PO 425;
- f. Sail Coach(es) as required in support of PO 424; and
- g. PCOC Instructor(s) as required in support of PO 322.

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material, audiovisual equipment and training / learning aids required to conduct the training is located at Chapter 2, Annex C.

## **TRAINING ADMINISTRATION**

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

10. **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 Four Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of Phase Four Qualification Record to the Cadet Personnel Record (DND 2399).

## **QUALIFICATION**

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

## **RELATED DOCUMENTS**

12. This QSP is to be used in conjunction with:
- a. Cadet Administration and Training Orders (CATOs), and
  - b. A-CR-CCP-604/PF-001, *Royal Canadian Sea Cadet Phase Four Instructional Guides*.

## **SPECIAL INSTRUCTIONS**

13. **Scheduling.** When planning training, the lesson specifications found in Chapter 4 shall be consulted for detailed information. While a sample schedule has been provided at Annex B, it does not account for the many variables corps face when developing annual training schedules. Some things to consider when developing the annual training schedule are:

- a. the training environment required for each activity;
- b. the availability of a technical specialist to conduct the activity, if required;

- c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
- d. the scheduling of training during sessions relative to weekend training, eg, identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

14. **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. The conduct of the nautical and / or sail training weekends are normally the responsibility of Technical TEs. The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and the applicable Technical TE.
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the cadet corps parade location.
- 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.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual phase QSP, to include cadets from all levels of Phase Training.

**REFERENCES**

- 15. A list of references used in this QSP is located at Annex D.

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## ANNEX A

## PHASE FOUR TRAINING SUMMARY AND TIME ALLOCATION

## PERIOD ALLOCATION

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
401	Recognize How the Legal System Affects Youth	C401.01	Describe the Youth Justice System	1
		C401.02	Discuss Age-Based Laws	1
		C401.03	Discuss Government Jurisdictions	1
		C401.04	Discuss Computer Crime	1
		<b>PO 401 - Total Mandatory</b>		
<b>PO 401 - Total Complementary</b>			<b>4</b>	
402	Perform Community Service	M402.01	Perform Community Service	9
		C102.01	Participate in a Ceremonial Parade	3
		C102.02	Perform Community Service	9
		<b>PO 402 - Total Mandatory</b>		
<b>PO 402 - Total Complementary</b>			<b>12</b>	
403	Act as a Team Leader	M403.01	Describe Needs and Expectations of Team Members	1
		M403.02	Select a Leadership Approach	2
		M403.03	Motivate Team Members	2
		M403.04	Provide Feedback to Team Members	2
		M403.05	Participate in a Mentoring Relationship	2
		M403.06	Act as a Team Leader During a Leadership Appointment	1
		403 PC		0
		C403.01	Participate in a Leadership Seminar	3
		C303.01	Lead Team-Building Activities	3
		C303.02	Deliver a Presentation About a Leader	2
		<b>PO 403 - Total Mandatory</b>		
<b>PO 403 - Total Complementary</b>			<b>8</b>	
404	Update Personal Activity Plan	M404.01	Participate in the Cadet Fitness Assessment	2
		M404.02	Update Personal Activity Plan	1
		M404.03	Evaluate Personal Activity Plan	1
		C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities	2
		C404.01	Prepare to Conduct the Cadet Fitness Assessment	2
		C304.01	Participate in the Cadet Fitness Assessment	1
		C304.02	Evaluate Personal Activity Plan	1
		C304.03	Describe Stress	2
		C104.01	Create Team Goals	1
		<b>PO 404 - Total Mandatory</b>		
<b>PO 404 - Total Complementary</b>			<b>9</b>	

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
405	Participate in Recreational Sports	M405.01	Participate in Organized Recreational Team Sports	9
		C105.01	Participate in an Organized Sports Tabloid	9
		C105.02	Participate in an Organized Intramural Sports Event	9
		C105.03	Participate in an Orienteering Event	9
		<b>PO 405 - Total Mandatory</b>		
<b>PO 405 - Total Complementary</b>			<b>27</b>	
406	Fire the Cadet Air Rifle During Recreational Marksmanship	M406.01	Participate in a Recreational Marksmanship Activity	3
		C406.01	Assist the Range Safety Officer (RSO)	1
		C406.02	Score Air Rifle Marksmanship Targets	1
		C306.01	Identify Civilian Marksmanship Organizations	1
		C306.02	Correct Marksmanship Error	2
		C306.03	Fire the Cadet Air Rifle from the Standing Position	2
		C106.01	Participate in a Recreational Marksmanship Activity	3
		<b>PO 406 - Total Mandatory</b>		
<b>PO 406 - Total Complementary</b>			<b>10</b>	
407	Serve in a Sea Cadet Corps	M307.01	Identify Phase Four Training Opportunities	1
		M307.02	Identify Year Four CSTC Training Opportunities	1
		C401.01	Prepare for a Merit Review Board	1
		C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit	2
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer	2
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada	2
		<b>PO 407 - Total Mandatory</b>		
<b>PO 407 - Total Complementary</b>			<b>7</b>	
408	Command a Division on Parade	M408.01	Discuss Commanding a Division on Parade	1
		M408.02	Identify Parade Sequence	1
		M408.03	Command a Squad	1
		M408.04	Inspect a Cadet on Parade	2
		408 PC		0
		C408.01	Discuss the History of Drill	1
		C408.02	View a Re-Enactment That Demonstrates the History of Drill	3
		C308.01	Execute Flag Party Drill	4
		C308.02	Execute Cenotaph Drill	2
		C308.03	Practice Voice for Calling Drill Commands	2
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill with Arms	8
<b>PO 408 - Total Mandatory</b>			<b>5</b>	
<b>PO 408 - Total Complementary</b>			<b>22</b>	
409	Instruct a Lesson	M409.01	Identify Methods of Instruction	2
		M409.02	Identify Elements of a Positive Learning Environment	2

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		M409.03	Describe Learner Needs	2
		M409.04	Explain Assessment	1
		M409.05	Instruct a 30-Minute Lesson	3
		409 PC		0
		C409.01	Plan a Lesson	2
		C409.02	Instruct a 30-Minute Lesson	3
		C409.03	Act as an Assistant Instructor	3
		C409.04	Participate in a Creative Lesson Planning Workshop	3
		C409.05	Act as an Assistant Drill Instructor	3
		C409.06	Instruct a 30-Minute Drill Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Describe Drill Instructional Techniques	2
		C309.06	Instruct a 15 Minute Drill Lesson	3
		<b>PO 409 - Total Mandatory</b>		<b>10</b>
		<b>PO 409 - Total Complementary</b>		<b>23</b>
311	Participate in a Recreational Summer Biathlon Activity	C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	3
		C311.02	Participate in a Recreational Summer Biathlon Activity	6
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Fire the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
		<b>PO 311 - Total Mandatory</b>		<b>0</b>
		<b>PO 311 - Total Complementary</b>		<b>9</b>
420	Describe Aspects of the Canadian Navy & Maritime Community	M420.01	Describe Current Naval Operations	1
		M420.02	Describe the Modernization of the Canadian Navy	1
		M420.03	Describe the Canadian Coast Guard (CCG)	1
		M420.04	Describe Transport Canada as a Maritime Agency	1
		C420.01	Describe Fisheries and Oceans Canada (DFO)	1
		C420.02	Describe Civilian Maritime Agencies and Institutions	1
		C420.03	Participate in a Discussion / Presentation on D-Day Commemorations	2
		C420.04	Participate in a Presentation made by a Guest Speaker from a Civilian Maritime Agency	2
		C320.01	Attend a Presentation on a Naval Commemorative Event	2

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C320.02	Describe the Women's Royal Canadian Naval Services	2
		C320.03	Describe Naval Aviation	2
		<b>PO 420 - Total Mandatory</b>		<b>4</b>
		<b>PO 420 - Total Complementary</b>		<b>12</b>
421	Perform Ropework	C421.01	Make a Boatswain's Belt	3
		C421.02	Make a Round Mat	3
		C421.03	Make a Net Hammock	3
		C320.02	Rig a Standing Derrick	6
		C320.03	Rig a Gyn	6
		C320.04	Make a Monkey's Fist	3
		C320.05	Make a Turk's Head	3
		<b>PO 421 - Total Mandatory</b>		<b>0</b>
		<b>PO 421 - Total Complementary</b>		<b>27</b>
422	Describe the Required Responses to Changing States of Weather While Operating a Small Craft	C422.01	Describe the Required Responses to Changing States of Weather While Operating a Small Craft	2
		C322.01	Describe Acts, Codes and Regulations	3
		C322.02	Describe Personal Safety	3
		C322.03	Describe Vessel Safety	3
		C322.04	Describe Navigation Safety	4
		N/A	PCOC Written Test	2
		<b>PO 422 - Total Mandatory</b>		<b>0</b>
		<b>PO 422 - Total Complementary</b>		<b>17</b>
423	Locate a Position on a Chart	M423.01	Identify Aspects of a Chart	2
		M423.02	Use Navigation Instruments	2
		M423.03	Describe Latitude and Longitude	4
		M423.04	Plot a Fix	2
		423 PC		2
		C423.01	Plot a Position Using a Three-Bearing Fix	2
		C423.02	Plot a Position Using a Horizontal-Angle Fix	2
		C323.01	Communicate Using Flags and Pennants	4
		C323.02	Pipe Wakey Wakey	2
		C323.03	Pipe Hands to Dinner	3
		<b>PO 423 - Total Mandatory</b>		<b>12</b>
		<b>PO 423 - Total Complementary</b>		<b>13</b>
424	Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II	N/A	Note: This training is a continuation of PO 324 and associated enabling objectives from Phase Three.	N/A (Wknd)
		324 EC 01		0
		324 EC 02		0
		324 EC 03		0
		324 PC		0
		<b>PO 424 - Total Mandatory</b>		<b>0</b>
		<b>PO 424 - Total Complementary</b>		<b>0</b>

<b>PO</b>	<b>Performance Objective</b>	<b>EO No.</b>	<b>Enabling Objective</b>	<b>No. of Pd</b>
425	Participate in a Nautical Training Weekend	C425.01	Prepare for a Nautical Training Weekend	1
		C425.02A	Perform Small Craft / Vessel Duties While Underway	N/A (Wknd)
		C425.02B	Participate in a Nautical Activity	N/A (Wknd)
		<b>PO 425 - Total Mandatory</b>		
<b>PO 425 - Total Complementary</b>			<b>1</b>	
N/A	Prepare for the Seamanship Inter-Divisional Competition			1
N/A	Positive Social Relations for Youth			6
N/A	Annual Ceremonial Review (ACR)			3
<b>Total Mandatory</b>				<b>78</b>
<b>Total Complementary</b>				<b>201</b>

**TRAINING DAY / WEEKEND ALLOCATION****MANDATORY**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
Mandatory Training Periods	18 periods of instruction (9 per day) chosen from the mandatory EOs to be delivered during a full day of training. POs 402, 405 and/or 406 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (ie, infrastructure, resource availability, etc.).	2 Days
Sail	One weekend of sail training to be conducted IAW PO 424.	1 Weekend
Seamanship Inter-Divisional Competition	A two-day competition in support of POs 403 and POs 420 to 424. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	2 Days
<b>Total Mandatory</b>		<b>6 Days</b>

**COMPLEMENTARY**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
Complementary Training Periods	18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs 402, 405, 406 and/or 311 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (ie, infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO 425.	1 Weekend
<b>Total Complementary</b>		<b>4 Days</b>

**ANNEX B**  
**SAMPLE TRAINING SCHEDULE #1**

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M408.01 Discuss Commanding a Division on Parade	M407.01 Identify Phase Four Training Opportunities	M408.02 Identify Parade Sequence
	Instructor			
	Location			
Session 2	EO	M403.01 Describe Needs and Expectations of Team Members	M403.02 Select an Influence Behaviour Within the Empowering Leadership Style	M408.03 Command a Squad
	Instructor			
	Location			
Session 3	EO	M403.02 Select an Influence Behaviour Within the Empowering Leadership Style	M404.01 Participate in the Cadet Fitness Assessment	M404.02 Update Personal Activity Plan
	Instructor			
	Location			
Session 4	EO	M403.03 Describe how to Motivate Team Members	M403.03 Describe how to Motivate Team Members	M420.01 Describe Current Naval Operations
	Instructor			
	Location			
Session 5	EO	C421.01 Make a Boatswain's Belt	C421.01 Make a Boatswain's Belt	C421.01 Make a Boatswain's Belt
	Instructor			
	Location			
Session 6	EO	C323.02 Pipe Wakey Wakey	C323.02 Pipe Wakey Wakey	C322.01 Define Acts, Regulations and Codes
	Instructor			
	Location			
Session 7	EO	C322.02 Describe Personal Safety	C322.02 Describe Personal Safety	C322.02 Describe Personal Safety
	Instructor			
	Location			
Session 8	EO	C322.02 Describe Personal Safety	M403.04 Provide Feedback to Team Members	M403.04 Provide Feedback to Team Members
	Instructor			
	Location			
Session 9	EO	C401.01 Prepare for a Merit Review Board	M403.05 Participate in a Mentoring Relationship	M403.05 Participate in a Mentoring Relationship
	Instructor			
	Location			
Session 10	EO	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 11	EO	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety	M403.06 Act as a Team Leader During a Leadership Appointment
	Instructor			
	Location			
Session 12	EO	M408.04 Inspect a Cadet on Parade	PCOC Test (PO 322)	PCOC Test (PO 322)
	Instructor			
	Location			
Session 13	EO	C401.01 Prepare for a Merit Review Board	C401.01 Prepare for a Merit Review Board	M408.04 Inspect a Cadet on Parade
	Instructor			
	Location			
Session 14	EO	M407.02 Identify Year Four CSTC Training Opportunities	M409.01 Identify Methods of Instruction	M409.01 Identify Methods of Instruction
	Instructor			
	Location			
Session 15	EO	C401.01 Describe the Youth Justice System	C404.01 Participate in the Cadet Fitness Assessment	C404.02 Update Personal Activity Plan
	Instructor			
	Location			
Session 16	EO	M409.02 Identify Elements of a Positive Learning Environment	M409.03 Describe Learner Needs	M409.03 Describe Learner Needs
	Instructor			
	Location			
Session 17	EO	M406.01 Participate in a Recreational Marksmanship Activity	M406.01 Participate in a Recreational Marksmanship Activity	M406.01 Participate in a Recreational Marksmanship Activity
	Instructor			
	Location			
Session 18	EO	M423.01 Identify Aspects of a Chart	M423.01 Identify Aspects of a Chart	M409.04 Explain Assessment
	Instructor			
	Location			
Session 19	EO	C409.01 Plan a Lesson	C409.01 Plan a Lesson	C406.02 Score Air Rifle Marksmanship Targets
	Instructor			
	Location			
Session 20	EO	M423.02 Use Navigation Instruments	M423.02 Use Navigation Instruments	M420.03 Describe Fisheries and Oceans Canada
	Instructor			
	Location			



Session 21	EO	M409.05 Instruct a 30-Minute Lesson	M409.05 Instruct a 30-Minute Lesson	M409.05 Instruct a 30-Minute Lesson
	Instructor			
	Location			
Session 22	EO	M423.03 Describe Latitude and Longitude	M423.03 Describe Latitude and Longitude	M423.03 Describe Latitude and Longitude
	Instructor			
	Location			
Session 23	EO	M404.01 Participate in the Cadet Fitness Assessment	M404.03 Evaluate Personal Activity Plan	Preparation for SIDC
	Instructor			
	Location			
Session 24	EO	M423.03 Describe Latitude and Longitude	M423.04 Plot a Fix	M423.04 Plot a Fix
	Instructor			
	Location			
Session 25	EO	M420.04 Describe Transport Canada as a Civilian Maritime Agency	423 PC	423 PC
	Instructor			
	Location			
Session 26	EO	C409.04 Participate in a Creative Lesson-Planning Workshop	C409.04 Participate in a Creative Lesson-Planning Workshop	C409.04 Participate in a Creative Lesson-Planning Workshop
	Instructor			
	Location			
Session 27	EO	C420.01 Describe Civilian Maritime Agencies	C423.01 Plot a Fix Using a Three-Bearing Fix	C423.01 Plot a Fix Using a Three-Bearing Fix
	Instructor			
	Location			
Session 28	EO	C308.03 Practice Voice Calling for Drill Commands	C308.03 Practice Voice Calling for Drill Commands	C401.02 Discuss Age-Based Laws
	Instructor			
	Location			
Session 29	EO	C208.01 Practice Ceremonial Drill as a Review	C208.01 Practice Ceremonial Drill as a Review	C425.01 Prepare for a Nautical Training Weekend
	Instructor			
	Location			
Session 30	EO	ACR	ACR	ACR
	Instructor			
	Location			

TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	
Day 1	EO	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service	M402.01 Perform Community Service
	Instructor										
	Location										
Day 2	EO	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports	M405.01 Participate in Organized Recreational Team Sports
	Instructor										
	Location										

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	C311.01 Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity	C311.02 Participate in a Recreational Summer Biathlon Activity
	Instructor									
	Location									
Day 2	EO	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid
	Instructor									
	Location									

**ANNEX C**  
**RESOURCE REQUIREMENTS**

Note: Actual sports equipment required will be dependent upon the sports chosen by the Corps.

**Mandatory Training**

<u>Item</u>	<u>Qty</u>	<u>PO / EO</u>
30 cm (12 inch) ruler	1	M404.01
CD Player	1	M404.01
Gym mats	5	M404.01
Measuring tape	2	M404.01, M404.02
Pylons	20	M404.01, M404.02
Baseball	3	M405.01
Baseball base	4	M405.01
Baseball bat	2	M405.01
Baseball glove (right and left handed)	12	M405.01
Basketball	2	M405.01
Basketball net	2	M405.01
Batter's helmet	2	M405.01
Field Crosse	24	M405.01
First aid kit	1	M405.01
Flag / Ribbon	18	M405.01
Football	2	M405.01
Goalie equipment	2 sets	M405.01
Goalie stick	2	M405.01
Goalkeeper's crosse	2	M405.01
Goalkeeper's face mask (Ringette)	2	M405.01
Goalkeeper's face mask (Lacrosse)	2	M405.01
Goalkeeper's stick (Ringette)	2	M405.01
Goalkeeper's throat and chest protector (Lacrosse)	2	M405.01

Hockey net	2	M405.01
Hockey ball	2	M405.01
Hockey sticks	12	M405.01
Lacrosse bal	2	M405.01
Lacrosse net	2	M405.01
Mouthgaurd	1 per cadet	M405.01
Plastic disk (Frisbee)	2	M405.01
Ringette net	2	M405.01
Rubber ring	2	M405.01
Soccer ball	2	M405.01
Soccer net	2	M405.01
Softball	3	M405.01
Volleyball	2	M405.01
Volleyball net	1	M405.01
Air rifle	1 per 2 cadets	M406.01
Air rifle 5-pellet clip	3 per 2 cadets	M406.01
Air rifle pellets	50 per cadet	M406.01
Air rifle sling	1 per cadet	M406.01
Safety glasses / goggles	10	M406.01
Shooting glove (optional)	1 per 2 cadets	M406.01
Shooting mat	1 per 2 cadets	M406.01
Target frame	1 per 2 cadets	M406.01
Targets (various)	2 per cadet	M406.01
Markers (4 pack)	1	M407.01, M407.02, M408.01
Stopwatch	1	M409.03
Whistle	1	M409.03
4 mm (3/16 inch) Line - 1/2 m length	1 per cadet	PO 424
Spar	1 per 2 cadets	PO 424
Paddle	2 per boat	PO 424

Masking Tape	1 roll	PO 424
Blue Flag	1	PO 424
Fully Equipped Sailboat	1	PO 424
Coach Boat	1	PO 424
Buoys with Lines and Weights	5	PO 424
Helmets	1 per cadet	PO 424
PFDs	1 per cadet	PO 424

### **Complementary Training**

<b><u>Item</u></b>	<b><u>Qty</u></b>	<b><u>PO / EO</u></b>
.177 scoring magnifier	1	C406.02
DVD / VCR player	1	C408.02
Flip chart paper (pad)	1	C406.01, C422.02
Markers (4 pack)	1	C406.01, C422.02
Calculator	1	C404.01, C407.01
Biathlon Air Rifle Targets (BART)	10	PO 411
4 mm (3/16 inch) diameter braided line	1 length per cadet	C421.01
Ring or clip suitable for making a boatswain's belt	2 per cadet	C421.01
4 mm (3/16 inch) diameter braided line	1 length per cadet	C421.02
Corkboard	1 per cadet	C421.02

Straight pins	2 packages	C421.02
Cutting tool	1	C421.03
5 cm (2 inch) diameter ring	2 per cadet	C421.03
1 m wide by 2 m long netting	1 per cadet	C421.03
4 mm (3/16 inch) diameter braided line (spool)	1	C421.03

**Annex C, Appendix 1**  
**Lifting Device Equipment List**

**Sheers Kit**

- two round spars,
- nine double blocks,
- six single blocks,
- seven strops (made for spars),
- one strop (made for topping lift),
- one strop (made for load line)\*,
- topping lift (length is relative to size of spars),
- main purchase (length is relative to size of spars),
- head lashing (length is relative to thickness of spars),
- splay tackle (length is relative to size of spars),
- heel tackle (length is relative to size of spars),
- tag line (length is relative to size of spars), and
- whipping twine.

**Standing Derrick Kit**

- one round spar,
- nine double blocks,
- six single blocks,
- anti-twister,
- eight strops (made for spar),
- topping lift (length is relative to the size of the spar),
- main purchase (length is relative to the size of the spar),
- two guys (length is relative to the size of the spar),
- three heel tackles (length is relative to the size of the spar),
- thumb pieces / rope collars (if fitted),
- shoe (if fitted), and
- whipping twine.

**Gyn Kit**

- two round spars,
- five double blocks,
- four single blocks,
- seven strops (made for spar),
- one strop (made for main purchase),
- main purchase (length is relative to the size of the spar),
- three splay tackles (length is relative to the size of the spar),
- shoes (if fitted),
- thumb pieces / rope collars (if fitted), and
- whipping twine.



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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 Four 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 Canadian Cadet Organizations (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 Four 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 be encouraged to actively, consistently and effectively communicate with others about their learning progress.

### **CADET PROGRAM DEVELOPMENTAL PERIODS (DPs)**

8. The cadet program is designed across adolescent DPs adapted to suit the cadet program 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 cadet program, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims 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 Four 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.

- 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 questions. Although short answer and fill-in-the-blank do require cadets to generate an answer, they call for a very brief answer that is counted right or wrong, so these have been included in the selection 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; we look at a performance or product and make a judgment as to its quality; and / or
  - (4) **Personal Communication.** Gathering information about a cadet through personal communication, we find out what a cadet has learned through interacting with them.

### **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 to 11.

### **ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES**

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

### **RECORDING AND REPORTING CADET ACHIEVEMENT**

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

### **PHASE FOUR QUALIFICATION STANDARD**

16. The minimum standard for Phase Four qualification is:
- a. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
  - b. successful completion of each PO as outlined in the Phase Four Qualification Record located at Chapter 3, Annex C.

### **PHASE FOUR CERTIFICATE OF QUALIFICATION**

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

## **CADETS NOT MEETING THE QUALIFICATION STANDARD**

18. 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, 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 cadet corps. If, by the end of the training year, a cadet who is Phase Three qualified has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the cadet corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

19. Any cadet for whom a waiver has been issued will not be granted the Phase Four qualification. However, that cadet will progress to Phase Five in the fourth year of their corps membership. If a Commanding Officer does not grant a cadet a waiver, that cadet may be held back to repeat Phase Four.

20. Cadets who have been granted a waiver of the qualification standard of Phase Four and have progressed to Phase Four in the fourth year of their corps membership are expected to achieve the missing Phase Four PO requirements. To facilitate this, cadets may concurrently receive credit for activities completed in Phase Four as part of also achieving Phase Four.

21. Only cadets who have achieved the Phase Three qualification may be granted a waiver.

## **MONITORING CADET PROGRESS**

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

23. The Course Officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Phase Four qualification (assessment for learning) and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex C, *Phase Four Qualification Record*. Guidelines for conducting cadet interviews are located in Chapter 3, Annex D.

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

## **TRAINING COUNSELLING SESSION**

25. A training counselling session is used when a cadet is having difficulties progressing toward Phase Four 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 Training Officer 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 in Chapter 3, Annex E, Appendix 1.

## ANNEX A

### CHARACTERISTICS OF CP DPs

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	<i>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.</i>				
Age-Appropriate Learning	<b>Experience-based</b>		<b>Developmental</b>		<b>Competency</b>
DP Description	<i>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.</i>		<i>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.</i>		<i>The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.</i>
Assessment Expectation	<b>Participatory</b>		<b>Baseline Proficiency</b>		<b>Enhanced Proficiency</b>
Assessment Purpose	<ul style="list-style-type: none"> <li>• Stimulation and maintenance of an enhanced interest in the CP</li> </ul> <p><u>NOTE:</u> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> <li>• Exposure to a broad knowledge base and skill set</li> </ul> <p><u>NOTE:</u> 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.</p>		<ul style="list-style-type: none"> <li>• Development of a broad knowledge base and skill set as well as introducing reasoning proficiency</li> <li>• Ongoing determination and development of specific specialty areas of interest and capability</li> <li>• Recognition of enhanced proficiency achievement</li> <li>• Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>		<ul style="list-style-type: none"> <li>• Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and cadet program requirements</li> <li>• Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency</li> <li>• Ongoing recognition of enhanced proficiency achievement</li> <li>• Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>

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## ANNEX B

## Assessment of Learning Plan – Phase Four

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO 401 – Recognize How the Legal System Affects Youth</b>								
Nil.								
<b>PO 402 – Perform Community Service</b>								
Nil.								
<b>PO 403 – Act as a Team Leader</b>								
403 PC	PO 403	To assess the cadet's ability to act as a team leader.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed acting as a team leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M403.06 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1 and 2 checklists and associated rubrics.	Nil.
<b>PO 404 – Update Personal Activity Plan</b>								
Nil.								
<b>PO 405 – Participate in Recreational Sports</b>								
Nil.								
<b>PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship</b>								
Nil.								
<b>PO 407 – Serve in a Sea Cadet Corps</b>								
Nil.								
<b>PO 408 – Command a Division</b>								
408 PC	PO 408	To assess the cadet's ability to command a division.	Skills	Performance Assessment	The cadet is observed as they command a division, during a parade.	During parades (weekly parade night, parade practices, etc.).	Chapter 3, Annex B, Appendix 2.	Nil.
<b>PO 409 – Instruct a Lesson</b>								
409 PC	PO 409	The purpose of this PC is to assess the cadet's ability to prepare and instruct a 30-minute lesson.	Reasoning proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson.	Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after.	Chapter 3, Annex B, Appendix 3	Assistance is denied.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO 420 – Describe Aspects of the Canadian Navy and Maritime Community</b>								
Nil.								
<b>PO 421 – Perform Ropework</b>								
Nil.								
<b>PO 423 – Locate a Position on a Chart</b>								
423 PC	PO 423	The purpose of this PC is to assess the cadet's ability to locate a position on a chart.	Knowledge and Skills	Selected Response and Short Answer	Cadets are required to complete a fixing paper.	Upon completion of lessons related to PO 423.	Chapter 3, Annex B, Appendix 4	Nil.
<b>PO 424 – Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II</b>								
324 EC 01	EO 324.02 and EO 324.04	The purpose of this PC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing.	Reasoning proficiency and Knowledge	Performance Assessment and Personal Communication	The cadet is observed while preparing to go sailing and asked to define terms, describe wind conditions and identify parts and their functions.	On completion of lessons related to EO M324.02 and M324.04.	Chapter 3, Annex B, Appendix 5	Nil
324 EC 02	EO M324.03	The purpose of this PC is to assess the cadet's ability to tie knots and hitches.	Products and Knowledge	Performance Assessment and Personal Communication	The cadet is asked to tie and describe the use of knots and hitches.	Ongoing during conduct of EO M324.03	Chapter 3, Annex B, Appendix 6	Nil
324 EC 03	EO M324.08	The purpose of this PC is to assess the cadets ability to describe the points of sail.	Knowledge	Personal Communication	The cadet is asked to describe the points of sail with the use of diagrams.	On completion of lessons related to EO M324.08	Chapter 3, Annex B, Appendix 7	Nil

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
324 PC	PO 324 (Excluding EO M324.01)	The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.	Skills	Performance Assessment	The cadet is observed throughout the weekend(s) – Use of coach notes and CYA White Sail II Checklist to track and record cadets' skill progression.	Ongoing throughout the weekend(s)	Chapter 3, Annex B, Appendix 8	Nil
<b><i>PO 425 – Participate in a Nautical Training Weekend</i></b>								
Nil.								

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**ANNEX B, APPENDIX 1**  
**403 PC**  
**ASSESSMENT INSTRUCTIONS**

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**PREPARATION**

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**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions, 403 PC Assessment Rubrics, Assessment Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of two parts, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever Phase Four cadets lead cadets through a leadership assignment or appointment.

**Leadership Assignment.** The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 403 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The formal leadership assignment will be given and assessed using the same rubric.

**Leadership Appointment.** The formal leadership appointment will be given and assessed using the 403 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.

Photocopy the 403 PC Assessment Rubrics.

Photocopy the 403 PC Assessment Checklists.

**PRE-ASSESSMENT ASSIGNMENT**

The cadet shall review the 403 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 through a leadership assignment and appointment.

**RESOURCES**

- Two 403 PC Assessment Rubrics, and
- As per the leadership assignment or appointment.

**ASSESSMENT ACTIVITY LAYOUT**

As per the leadership assignment or appointment.

### 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, the assessor shall 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, the assessor shall evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment and 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.

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### POST ASSESSMENT INSTRUCTIONS

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#### RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 403 is a combined result of the leadership assignment and appointment assessments. Indicate the overall performance assessment on the Assessment Checklist as:
  - a. **Incomplete.** The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment;

- b. **Completed with difficulty.** The cadet had achieved the performance standard by receiving an “incomplete” on not more than four (between both assessments) 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 nine (between both assessments) or more of the criteria; or
  - d. **Exceeded standard.** The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both 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 a copy of the Assessment Checklists is attached to the cadet’s training file.
  5. The overall result will be recorded on the Phase Four 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, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the appointment for final feedback.

**403 PC ASSESSMENT RUBRIC  
LEADERSHIP ASSIGNMENT**

	<b>Incomplete (I)</b>	<b>Completed With Difficulty (D)</b>	<b>Completed Without Difficulty (C)</b>	<b>Exceeded the Standard (E)</b>
<b>Select a leadership approach.</b>	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 task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
<b>Communicate as a team leader.</b>	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 task. Team members did not need clarification.
<b>Supervise team members.</b>	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.
<b>Solve problems.</b>	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.
<b>Motivate team members.</b>	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.
<b>Provide feedback to team members.</b>	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.
<b>Meet expectations of team members.</b>	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.
<b>Complete the leadership assignment.</b>	Did not complete the leadership assignment.		Completed the leadership assignment.	
<b>Perform self-assessment.</b>	Did not complete the self-assessment.		Completed the self-assessment.	



**403 PC ASSESSMENT RUBRIC  
LEADERSHIP APPOINTMENT**

	<b>Incomplete (I)</b>	<b>Completed With Difficulty (D)</b>	<b>Completed Without Difficulty (C)</b>	<b>Exceeded the Standard (E)</b>
<b>Select a leadership approach.</b>	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.
<b>Communicate as a team leader.</b>	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.
<b>Supervise team members.</b>	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 assignment, making corrections as necessary.
<b>Solve problems.</b>	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.
<b>Motivate team members.</b>	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.
<b>Provide feedback to team members.</b>	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.
<b>Meet expectations of team members.</b>	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.
<b>Perform self-assessment.</b>	Did not complete the self-assessment.		Completed the self-assessment.	

**403 PC ASSESSMENT CHECKLIST  
LEADERSHIP ASSIGNMENT**

Cadet's Name: \_\_\_\_\_ Corps: \_\_\_\_\_

Date: \_\_\_\_\_ Division: \_\_\_\_\_

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

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

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

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**403 PC ASSESSMENT CHECKLIST  
LEADERSHIP APPOINTMENT**

Cadet's Name: \_\_\_\_\_

Corps: \_\_\_\_\_

Date: \_\_\_\_\_

Division: \_\_\_\_\_

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

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

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

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**403 PC ASSESSMENT CHECKLIST  
OVERALL ASSESSMENT**

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

**Assessor's Feedback:**

PO 403 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than four (between both assessments) 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 nine (between both assessments) 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 12 or more of the criteria.

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

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**ANNEX B, APPENDIX 2**  
**408 PC**  
**ASSESSMENT INSTRUCTIONS**

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**PREPARATION**

---

**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 408 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 408 PC Assessment Checklist for each cadet.

Ensure each cadet has received a parade sequence aide-mémoire card (located at A-CR-CCP-604/PF-001, *Phase Four Instructional Guides*, EO M408.03 [Command a Squad]).

**PRE-ASSESSMENT ASSIGNMENT**

Have the cadet review the assessment activity instructions and the 408 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

**ASSESSMENT METHOD**

Performance assessment was chosen to observe and evaluate the cadet commanding a division on parade.

---

**CONDUCT OF ASSESSMENT**

---

**PURPOSE**

The purpose of this PC is to assess the cadet's ability to command a division on parade.

**RESOURCES**

- 408 PC Assessment Checklist, and
- Parade sequence aide-mémoire card.

**ASSESSMENT ACTIVITY LAYOUT**

This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.

Assessments may be conducted throughout the year, during parades (eg, opening parade, closing parade, ceremonial parades).

## ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each skill being performed, make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card;
- **Completed without difficulty.** The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card; or
- **Exceeded standard.** The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.
2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results.

---

## POST ASSESSMENT INSTRUCTIONS

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### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas;
  - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty;
  - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty; or
  - d. **Exceeded standard.** The cadet has achieved the performance standard by exceeding the standard on all objectives.
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.
5. The overall result will be recorded on the Phase Four 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.

**408 PC ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_

Corps: \_\_\_\_\_

Date: \_\_\_\_\_

Division: \_\_\_\_\_

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Analytical Performance Assessment:	The skill was not attempted or not completed even with assistance.	The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide mémoire card.	The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide mémoire card.	The skill was completed without any difficulty / assistance and required no use of the parade sequence aide mémoire card.
<b>Fall In</b>				
The cadet assumed the proper command position—centred and three paces in front of the division.				
The cadet ordered the division to stand at ease.				
Once the last division was ordered, the cadet turned about, observed the standard pause and stood at ease.				
<b>Inspection</b>				
The cadet ensured the division was at attention.				
The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the division marker.				
The cadet saluted (if required) and reported the division to the RO.				
The cadet guided the RO through the inspection of each rank of the division.				

The cadet saluted (if required) and asked for permission to carry on.				
The cadet returned to the front of the division, centred and three paces in front.				
The cadet ordered the division to close order march and stand at ease.				
The cadet executed an about turn and stood at ease.				
<b>March Past</b>				
The cadet executed all commands given by the parade commander.				
The cadet assumed the correct position in front of the division throughout the march past.				
The cadet correctly delivered all required commands throughout the march past.				
Once commanded to advance, the cadet turned and wheeled into position in front of the division.				
<b>Fall Out</b>				
Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.				

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**Assessor's Feedback:**

PO 408 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by not completing at least one of the required areas.	The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.	The cadet has achieved the performance standard by completing all objectives without difficulty.	The cadet has achieved the performance standard by exceeding the standard on all objectives.

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

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**ANNEX B, APPENDIX 3**  
**409 PC**  
**ASSESSMENT INSTRUCTIONS**

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**PREPARATION**

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**PRE-ASSESSMENT INSTRUCTIONS**

The course officer shall communicate with the training officer to:

1. place the Phase Four cadets into the Phase One and Phase Two instructor schedules;
2. ensure the cadets are assigned a 30-minute 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 409 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 409 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 409 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 30-minute 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 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 30-minute lesson to Phase One and Phase Two cadets in a real-life setting, during a regular training session.

## RESOURCES

IAW EO M409.05 (Instruct a 30-Minute Lesson) and the Phase One or Phase Two lesson assigned.

## ASSESSMENT ACTIVITY LAYOUT

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

## ASSESSMENT ACTIVITY INSTRUCTIONS



This PC is assessed during EO M409.05 / EO C409.02 (Instruct a 30-Minute Lesson), or any additional opportunity thereafter.

Each cadet, prior to the start of EO M409.05 (Instruct a 30-Minute Lesson), 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 30-minute 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 409 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 409 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.

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## POST ASSESSMENT INSTRUCTIONS

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### RECORDING ASSESSMENT RESULTS

1. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:
  - a. **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;
  - b. **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;
  - c. **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria;
  - d. **Exceeded Standard.** If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist 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 409 PC Assessment Rubric and Checklist.

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

## 409 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
<b>Lesson Preparation</b>				
<b>Lesson plan</b>	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 are 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.
<b>Instructional aids</b>	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.
<b>Classroom / training area set up</b>	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was not 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: <ul style="list-style-type: none"> <li>• functional seating formation,</li> <li>• lighting, and</li> <li>• instructional aids were easily accessible and ready to use, and</li> <li>• distractions were minimized.</li> </ul>	N/A
<b>Lesson Introduction</b>				
<b>Review of previous lesson (if applicable)</b>	The cadet did not review 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
<b>Introduction of lesson</b>	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.
<b>Lesson Body</b>				
<b>Method(s) of instruction</b>	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

	<b>Incomplete (I)</b>	<b>Completed With Difficulty (D)</b>	<b>Completed Without Difficulty (C)</b>	<b>Exceeded the Standard (E)</b>
<b>Learning environment</b>	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 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.
<b>Effective use instructional aids</b>	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
<b>Satisfaction of learner needs</b>	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.
<b>Accuracy of lesson content</b>	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.
<b>TP confirmation</b>	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 questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
<b>End of lesson confirmation</b>	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.
<b>Lesson Conclusion</b>				
<b>Lesson summary</b>	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
<b>Re-motivate</b>	The cadet did not attempt re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A

	<b>Incomplete (I)</b>	<b>Completed With Difficulty (D)</b>	<b>Completed Without Difficulty (C)</b>	<b>Exceeded the Standard (E)</b>
<b>Description of next lesson</b>	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
<b>Communication</b>				
<b>Voice control</b>	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.
<b>Body language, dress and deportment</b>	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment.
<b>Questioning techniques</b>	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
<b>Time Management</b>				
<b>Time Management</b>	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



## 409 PC ASSESSMENT CHECKLIST

Cadet's Name: \_\_\_\_\_

Corps: \_\_\_\_\_

Date: \_\_\_\_\_

Division: \_\_\_\_\_

	Assessment (circle one)	Notes
<b>Lesson Preparation</b>		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Set up the lesson location	I D C	
<b>Lesson Introduction</b>		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
<b>Lesson Body</b>		
Method(s) of instruction	I D C	
Emotional learning environment	I D C E	
Effective use 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	
<b>Lesson Conclusion</b>		
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
<b>Communication</b>		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
<b>Time Management</b>		
Time management	I D C	

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

**Assessor's Feedback:**

<b>PO 409 Overall Assessment</b>				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three 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 listed and "exceeded standard" on 7 or more of the criteria:

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

*This form shall be reproduced locally.*

**ANNEX B, APPENDIX 4**  
**423 PC**  
**ASSESSMENT INSTRUCTIONS**

**PREPARATION**

**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 423 PC Assessment Checklist, 423 PC Worksheet, and the 423 PC Worksheet Answer Key and become familiar with the material prior to conducting the assessment.

This PC will be conducted during two periods set aside for this PC.

Photocopy the 423 PC Assessment Checklist and 423 PC Worksheet for each cadet.

**PRE-ASSESSMENT ASSIGNMENT**

Nil.

**ASSESSMENT METHOD**

Selected response (short answer) and performance assessment were chosen to assess the cadet's ability to locate a position on a chart.

**CONDUCT OF ASSESSMENT**

**PURPOSE**

The purpose of this PC is to assess the cadet's ability to locate a position on a chart.

**RESOURCES**

- Navigation Instruments,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,*
- 423 PC Worksheet (Chart 3441 Fixing Paper), and
- 423 PC Worksheet - Answer Key (Chart 3441 Fixing Paper).

**ASSESSMENT ACTIVITY LAYOUT**

Place *Chart 3441* and navigation instruments on each table.

**ASSESSMENT ACTIVITY INSTRUCTIONS**



The cadet is required to complete this PC independently. Questions to the instructor are permitted to clarify or amplify information found in the PC.

If the class is too large to be accommodated by equipment available, split the group into two groups and have one group work on Section D while the other group works on the other sections. Once both groups are completed, they can switch. Account for time limit accordingly.



The cadet may be provided limited assistance (eg, general reminders, guided questions).

1. Cadets will complete the fixing paper individually.
2. Distribute a fixing paper to each cadet.
3. Cadets will have 55 minutes to complete the fixing paper.
4. Once the fixing paper is complete, correct the cadets' answers using the answer key.
5. Fixing paper will be scored out of a total of 60 points. Marking criteria for the fixing paper will be:
  - a. **Section A.** One point for each correct response, for a total of eight points.
  - b. **Section B.** Three points for each correct response (plus or minus 0.5 NM) for a total of six points.
  - c. **Section C.** Three points for each correct response (plus or minus 10 minutes), for a total of six points.
  - d. **Section D.** Possible six points per fix for a total of 36 points. Marking criteria for each fix will be:
    - (1) two points for accuracy,
    - (2) one point for accuracy of the navigational track,
    - (3) two points for accuracy of DRs, and
    - (4) one point for correct labelling.
    - (5) two points for correctly answering the bonus question.
6. Record the results of the on the Assessment Checklist.

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### POST ASSESSMENT INSTRUCTIONS

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#### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - a. **Incomplete.** The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent (36 / 60) in three attempts or did not attempt the PC;
  - b. **Completed with difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) or more but required more than one attempt;
  - c. **Completed without difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) but less than 90 percent (54 / 60) on the first attempt; or
  - d. **Exceeded standard.** The cadet has achieved the performance standard by completing the PC with a mark of 90 percent (54 / 60) or more on the first attempt.
2. Record notes made in the assessor's comments section of the Assessment Checklist.
3. Sign and date the Assessment Checklist. Indicate the level of performance on the Phase Four Qualification Record, located in Chapter 3, Annex C.

**PROVIDING ASSESSMENT FEEDBACK**

Discuss the overall performance results with the cadet and provide them with a copy of the Assessment Checklist.

**S351 PC WORKSHEET – ANSWER KEY****CHART 3441 FIXING PAPER****Section A**—Find the required information on the chart:What is the scale of this chart? **1 : 40 000**How are depths measured in this chart? **In metres**

What date was the Traffic Separation Scheme revised from Victoria to Vancouver?

**July 1, 2005**

Identify the chart numbers for:

Eastern end of President Channel: **Chart 18421 USA**Bedwell Harbour: **Chart 3477**Fulford Harbour: **Chart 3478**Areas North of Burgoyne Bay: **Chart 3442**What is the date this chart has been corrected to? **October 10, 2008****Section B**—Measure the distance:

Number	From	To	Distance
1.	Dock I. light 48° 40.50' N 123° 21.40' W	Canoe Rk. Light 48° 44.00' N 123° 20.43' W	3.88 NM
2.	Gowlland Pt. light 48° 44.15' N 123° 11.05' W	Turn Pt. light 48° 41.34' N 123° 14.25' W	3.6 NM

**Section C**—Find the latitude and longitude or symbols specified:

Number	Latitude	Longitude	Symbol
1.	48° 41.34' N	123° 14.25' W	Turn Pt. light
2.	48° 45.9' N	123° 18.3' W	Beddis Rk.

**Section D**— Plot the following fixes complete with navigational track and two DRs (at 6 and 12 minutes):

<b>Time</b>	<b>Fix</b>	<b>Symbol for accuracy check</b>
0700	48° 36.00' N 123° 04.00' W Course 014° Speed 4 knots	<b>Parallel and Meridian lines</b>
0800	LHE Flattop I. 072° Pt. Disney 002° Course 330° Speed 6 knots	<b>Presidents Channel 158 m mark</b>
0900	Sandy Pt. 000° Pt. Disney 109° Course 330° Speed 6 knots	<b>Cowlitz Bay on Waldron Island</b>
1000	Taylor Pt. 341° RHE Java I. 005° Course 245° Speed 6 knots	<b>MSh mark under Boundary Pass</b>
1100	Turn Pt. light 025° Pt. Fairfax light 315° Course 160° Speed 15 knots	<b>Lower left corner Special Note symbol in Haro Strait</b>
1200	48° 36.60' N 123° 10.40' W Course 335° Speed 11 knots	<b>Roche Harbor on San Juan Island</b>

\*\*\*\* **BONUS QUESTION** \*\*\*

Which of the fixes in Section D will place you "aground" after you DR? **1200 fix**

**423 PC WORKSHEET**  
**CHART 3441 FIXING PAPER**

Cadet's Name: \_\_\_\_\_ Corps: \_\_\_\_\_

Date: \_\_\_\_\_ Division: \_\_\_\_\_

**Section A**—Find the required information on the chart:

What is the scale of this chart? \_\_\_\_\_

How are depths measured in this chart? \_\_\_\_\_

What date was the Traffic Separation Scheme revised from Victoria to Vancouver?

\_\_\_\_\_

Identify the chart numbers for:

- a. Eastern end of President Channel: \_\_\_\_\_
- b. Bedwell Harbour: \_\_\_\_\_
- c. Fulford Harbour: \_\_\_\_\_
- d. Areas North of Burgoyne Bay: \_\_\_\_\_
- e. What is the date this chart has been corrected to? \_\_\_\_\_

**Section B**—Measure the distance:

Number	From	To	Distance
1.	Dock I. light 48° 40.50' N 123° 21.40' W	Canoe Rk. Light 48° 44.00' N 123° 20.43' W	
2.	Gowlland Pt. light 48° 44.15' N 123° 11.05' W	Turn Pt. light 48° 41.34' N 123° 14.25' W	

**Section C**— Find the latitude and longitude or symbols specified:

Number	Latitude	Longitude	Symbol
1.			Turn Pt. light
2.	48° 45.9' N	123° 18.3' W	



**Section D**—Plot the following fixes complete with navigational track and two DRs at 6 and 12 minutes):

Time	Fix
0700	48° 36.00' N 123° 04.00' W Course 014° Speed 4 knots
0800	LHE Flattop I. 072° Pt. Disney 002° Course 330° Speed 6 knots
0900	Sandy Pt. 000° Pt. Disney 109° Course 330° Speed 6 knots
1000	Taylor Pt. 341° RHE Java I. 005° Course 245° Speed 6 knots
1100	Turn Pt. light 025° Pt. Fairfax light 315° Course 160° Speed 15 knots
1200	48° 36.60' N 123° 10.40' W Course 335° Speed 11 knots

**\*\*\*\* BONUS QUESTION \*\*\***

Which of the fixes in Section D will place you "aground" after you DR? \_\_\_\_\_

**423 PC ASSESSMENT CHECKLIST**

Cadet's Name: \_\_\_\_\_

Corps: \_\_\_\_\_

Date: \_\_\_\_\_

Division: \_\_\_\_\_

**Assessor's Feedback:**

**Fixing Paper Mark:** \_\_\_\_\_ %

PO 423 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent in three attempts or did not attempt the PC.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent or more but required more than one attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent but less than 90 percent on the first attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 90 percent or more on the first attempt.

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

*This form shall be reproduced locally.*

**Annex B, Appendix 5**  
**324 EC 01**  
**ASSESSMENT INSTRUCTIONS**

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**PREPARATION**

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**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

**PRE-ASSESSMENT ASSIGNMENT**

Nil.

**ASSESSMENT METHOD**

Performance assessment and personal communication were chosen to assess the cadet's reasoning and required knowledge to safely prepare for sailing.

---

**CONDUCT OF ASSESSMENT**

---

**PURPOSE**

The purpose of this EC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing IAW CYA White Sail Level II standards.

**RESOURCES**

IAW EO M324.02 and EO M324.04.

**ASSESSMENT ACTIVITY LAYOUT**

Nil.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

This EC can be conducted on an ongoing basis, at any point following the completion of training related to EO M324.02 and EO M324.04.. The EC is intended to be conducted during regular training time while cadets are preparing to go sailing. Completion of this EC is tracked using the group checklists found in this appendix.

1. Observe each cadet while rigging their sailboats to determine whether they understand the functions of the of the different parts and equipment that they are handling;
2. Ask each cadet to identify and explain in basic terms, the function of each part on the checklist;
3. Ask each cadet to define, in the own words, the meaning of the terms found on the checklist; and
4. Ask each cadet to provide the approximate wind speed based on the four types of wave conditions.

---

**POST-ASSESSMENT INSTRUCTIONS**

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**RECORDING ASSESSMENT RESULTS**

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist).

**ASSESSMENT FEEDBACK**

As this EC is intended to be ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

**324 EC 01 Assessment Checklist – Part 1 (Parts and Functions)**

Name	Parts of the Hull											Parts of the Rigging								Parts of the Sails									
	Hull	Bow	Stern	Transom	Fairlead	Rudder	Centreboard /Daggerboard	Tiller	Tiller Extension	Auto bailer	Painter	Hiking Strap	Mast	Boom	Block	Shackle	Cleat	Shroud	Boom Vang	Traveler/Bridle	Spreader	Forestay	Goose Neck	Mainsail	Jib Sail	Mainsheet	Jib Sheet	Main Halyard	Jib Halyard
1.																													
2.																													
3.																													
4.																													
5.																													
6.																													
7.																													
8.																													
9.																													
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23.																													
24.																													

Coach fills in boxes with: ND = Not Demonstrated D = Demonstrated DC = Demonstrated Consistently

**324 EC 01 Checklist – Part 2 (Terminology, Wind and Waves)**

Name	Terminology													Wind and Waves	
	Heading Up	Luffing	Head to Wind	Heeling	Hiking	Tacking	Beating	Bearing Away	Gybing	Windward	Leeward	Skipper	Crew	Helmsman	Judge wind speed given the wave conditions
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															
21.															
22.															
23.															
24.															

Coach fills in boxes with:      ND = Not Demonstrated      D = Demonstrated      DC = Demonstrated Consistently

**Annex B, Appendix 6****324 EC 02****ASSESSMENT INSTRUCTIONS**

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**PREPARATION**

---

**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

**PRE-ASSESSMENT ASSIGNMENT**

Nil.

**ASSESSMENT METHOD**

Product assessment was chosen to assess the correctness of the knots and hitches that the cadet ties.

---

**CONDUCT OF ASSESSMENT**

---

**PURPOSE**

The purpose of this EC is to assess the cadet's ability to tie knots and hitches IAW CYA White Sail Level II standards.

**RESOURCES**

IAW EO M324.03.

**ASSESSMENT ACTIVITY LAYOUT**

Nil.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

This EC can be conducted on an ongoing basis, at any point following the completion of training related to EO M324.03. The EC is intended to be conducted during regular training time while cadets are preparing to go sailing. Completion of this EC is tracked using the group checklists found in this appendix.

1. Observe each cadet while rigging their sailboats and ask them to tie rolling hitch and a sheet bend; and
  2. Ask each cadet to describe what the rolling hitch and sheet bend are used for.
- 

**POST-ASSESSMENT INSTRUCTIONS**

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**RECORDING ASSESSMENT RESULTS**

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist).

**ASSESSMENT FEEDBACK**

As this EC is intended to be ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

**324 EC 02 Assessment Checklist (Knots, Bends and Hitches)**

Name	Rolling Hitch		Sheet Bend	
	Tie in 10 seconds	Describe Use	Tie in 10 seconds	Describe Use
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				

Coach fills in boxes with:

ND = Not Demonstrated

D = Demonstrated

DC = Demonstrated Consistently



**Annex B, Appendix 7****324 EC 03****ASSESSMENT INSTRUCTIONS**

---

**PREPARATION**

---

**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

**PRE-ASSESSMENT ASSIGNMENT**

Nil.

**ASSESSMENT METHOD**

Personal communication and / or performance assessment were chosen to assess the cadet's knowledge of points of sail.

---

**CONDUCT OF ASSESSMENT**

---

**PURPOSE**

The purpose of this EC is to assess the cadet's ability to describe the points of sail IAW CYA White Sail Level II standards.

**RESOURCES**

IAW EO M324.08.

**ASSESSMENT ACTIVITY LAYOUT**

Nil.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

This EC is intended to be carried out during the conduct of lessons related to EO M324.08, however, it can be conducted on an ongoing basis, at any point following said lessons. The EC is intended to be conducted during regular training time. Completion of this EC is tracked using the group checklists found in this appendix.

1. Ask each cadet to identify each point of sail using a diagram;
  2. Ask each cadet to describe the sail and centreboard / daggerboard adjustment required for each point of sail; and / or
  3. Observe each cadet making the required centreboard / daggerboard adjustments while sailing.
- 

**POST-ASSESSMENT INSTRUCTIONS**

---

**RECORDING ASSESSMENT RESULTS**

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist).

## **ASSESSMENT FEEDBACK**

Feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

**324 EC 03 Assessment Checklist (Points of Sail)**

Name	Points of Sail						
	Irons	Close Hauled	Close Reach	Beam Reach	Broad Reach	Running Free	Sailing by the Lee
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							

Coach fills in boxes with:

ND = Not Demonstrated

D = Demonstrated

DC = Demonstrated Consistently

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**Annex B, Appendix 8****324 PC****ASSESSMENT INSTRUCTIONS**

---

**PREPARATION**

---

**PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

**PRE-ASSESSMENT ASSIGNMENT**

Nil.

**ASSESSMENT METHOD**

Performance assessment was chosen to observe cadets performing the required skill(s) and make a judgement on the quality of the performance.

---

**CONDUCT OF ASSESSMENT**

---

**PURPOSE**

The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.

**RESOURCES**

IAW PO 324.

**ASSESSMENT ACTIVITY LAYOUT**

Nil.

**ASSESSMENT ACTIVITY INSTRUCTIONS**

This PC is ongoing. Coaches observe the cadets during the conduct of activities during training. Coaches use the checklist found in this appendix as a guide and maintain notes on each cadet to track skill progression. A group checklist is also available on the CYA website that may also be used in concert with the coaches notes to track the progress of the cadets as a group.

As the PC is ongoing and deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply.

---

## POST-ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

Upon completion of the assessment, the checklist is completed and signed by the coach.

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

- **Incomplete.** If anything on the checklist was not demonstrated;
- **Completed with Difficulty.** If all items on the checklist were demonstrated but less than 60% were demonstrated consistently;
- **Completed without Difficulty.** If all items on the checklist were demonstrated and 60% or more were demonstrated consistently; or
- **Exceeded Standard.** If all items on the checklist were demonstrated consistently.

### ASSESSMENT FEEDBACK

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

Upon completion of the PC each cadet shall be debriefed on their results and provided with a copy of the completed checklist.



## WHITE SAIL II PRACTICAL SKILLS CHECKLIST

<b>Date:</b>	Training Hours:	<b>Name:</b>
Average Wind speed :		<b>Boat Type:</b>
<b>D.O.B:</b> (D/M/Y)		<b>Evaluation:</b> WS II      or      WS II IP

The LTS/R committee recommends that sailors spend a minimum of 20 hours completing the skills below before moving on to the white sail III skills. Advancement prior to completion of the 20-hour practice time is authorized when a sailor can demonstrate all skills consistently.

SKILLS		- Not Demonstrated (ND) - Demonstrated (D) - Demonstrated Consistently (DC)						
ASHORE		ND	D	DC	ND	D	DC	
Parts of the Hull	Hull				Daggerboard			
	Bow				Tiller			
	Stern				Tiller Extension			
	Transom				Auto bailer			
	Fairlead				Painter			
	Rudder				Hiking Strap			
Rigging Items	Mast				Boom Vang			
	Boom				Traveller/Bridle			
	Block				Spreader			
	Shackle				Forestay			
	Cleat				Goose Neck			
	Shroud							
Sails	Mainsail				Jib Sheet			
	Jib Sail				Main Halyard			
	Mainsheet				Jib Halyard			
Knots	Tie a rolling hitch in 10 sec.				Tie a sheet bend in 10 sec.			
Comments								
SKILLS					Not Demonstrated	Demonstrated	Demonstrated Consistently	
AFLOAT								
Leave Dock	<b>Skipper identifies the wind direction.</b>							
	Good route planning & control.							
	Proper skipper commands.							
	Crew assist skipper.							
Returning to a Dock	Good route planning & control.							
	Proper skipper commands.							
	Sails are lower prior to docking.							
	Approaches head to wind.							
	Soft contact with dock.							
Comments								



SKILLS		- Not Demonstrated (ND) - Demonstrated (D) - Demonstrated Consistently (DC)					
AFLOAT		ND	D	DC	ND	D	DC
Helming Skills	Beating				Close Reach		
	Running				Beam Reach		
	Tacking				Broad Reach		
	Gybing				Starboard Tack		
	Stopping				Port Tack		
	Hiking				Bearing Away		
	Luffing				Heading Up		
Crewing Skills	Sail Trim				Daggerboard		
	Boat Trim				Lookout		
Comments							
SKILLS				Not Demonstrated	Demonstrated	Demonstrated Consistently	
Sailing by the Lee	Skipper maintains a straight course						
	Crew prevents the boom from gybing.						
Waves	Identify the four general types of waves conditions.						
	Identify the wind speed given the waves.						
Terminology	Point to windward.						
	Point to leeward.						
	Point to the skipper.						
	Point to the helmsperson.						
Comments	Point to the crew.						
Recovery of a Turtled boat	Check the crew.						
	Maintain a grasp of the boat.						
	Crew to bow.						
	Skipper grasp jib sheet to right						
	Skipper to dagger/centerboard.						
	Sailboat kept head to wind.						
	Right boat under control.						
	Quick entry over transom area.						
	Bail Sailboat.						
Recover paddles and bailer.							
Comments							

<b>Head Instructor:</b>
<b>Instructor:</b>

<b>Instr #</b>
<b>Instr #</b>



**Assessor's Feedback:**

PO 324 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
<b>Overall Performance</b>	The cadet did not achieve the performance standard.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated but less than 60% were demonstrated consistently.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated and 60% or more were demonstrated consistently.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated consistently.

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

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**ANNEX C**  
**PHASE FOUR QUALIFICATION RECORD**

Cadet's Name: \_\_\_\_\_ Corps: \_\_\_\_\_

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

			<b>PO Assessment</b>	
<b>Topic</b>	<b>PO No.</b>	<b>Performance Statement</b>	<b>Incomplete</b>	<b>Completed</b>
Community Service	402	Perform Community Service		
Personal Fitness and Healthy Living	404	Update Personal Activity Plan		
Recreational Sports	405	Participate in Recreational Sports		
Marksmanship	406	Fire the Cadet Air Rifle During Recreational Marksmanship		
General Cadet Knowledge	407	Serve in a Sea Cadet Corps		
Canadian Navy and Maritime Community	420	Describe Aspects of the Canadian Navy and Maritime Community		

***POs that recognize proficiency level achievement:***

			<b>PO Assessment</b>			
			Did not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
<b>Topic</b>	<b>PO No.</b>	<b>Performance Statement</b>	Incomplete	Completed with Difficulty	Completed without Difficulty	Exceeded Standard
Leadership	403	Act as a Team Leader				
Drill	408	Command a Division				
Instructional Techniques	409	Instruct a Lesson				

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			<b>PO Assessment</b>			
			Did not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
<b>Topic</b>	<b>PO No.</b>	<b>Performance Statement</b>	Incomplete	Completed with Difficulty	Completed without Difficulty	Exceeded Standard
Ship's Operations	423	Locate a Position on a Chart				
Sailing	424	Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II				

<b>Qualification Achieved</b>	<b>Yes</b>		Training Officer Signature: _____	<b>Date:</b> _____
	<b>No</b>			

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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 in Chapter 3, Annex D, Appendix 1 and become familiar with the material prior to conducting the interview.

Where discussion is being directed towards 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 towards their qualification (assessment for learning) and to provide feedback on overall performance.

##### RESOURCES

- Note paper,
- Pen / pencil, and
- Suitable interview location.

##### INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet will be 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 Level;

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 towards a mutually agreed upon plan of action that meets both the needs of the cadet and the needs of the Cadet Program. 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 the Cadet Interview Form, Section 2.
6. Sign the Cadet Interview Form, Section 2.

---

### **POST-INTERVIEW INSTRUCTIONS**

---

Meet with the cadet throughout the training year to discuss their progress towards 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 Section 1 and 2 of any Cadet Progress 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**

- Final Interview form,
- Pen / pencil,
- Suitable interview location.

## INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer will be 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. Where a cadet has been granted a waiver explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements;
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 Cadet Certificate of Qualification, CF 558 (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 PERFORMANCE INTERVIEW FORM**

<b>SECTION 1 – CADET PARTICULARS</b>		
Surname:	Name:	
Phase:	Division:	Rank:
<b>SECTION 2 – INITIAL INTERVIEW</b>		
CADET'S RESPONSES	OFFICER'S NOTES	
<p>1. How do you feel about your progress in the Phase Level? Are there any areas of excitement or concern you would like to highlight?</p>	<p>Note any gaps between the cadet's perception of their performance and observed performance:</p>	
<p>2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for Phase level?</p>	<p>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.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>	
Cadet's Signature:		
Course Officer's Signature:		Date:

**SECTION 3 – FINAL INTERVIEW**

<p>1. How did you enjoy the Phase level?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned this training year in the future inside and outside of cadets?</p> <p>4. What are some new personal goals you will establish for your CSTC training (if applicable) or for the next training year.</p> <p>5. What training opportunities are you interested in for the next training year?</p>	<p>ADDITIONAL COMMENTS</p>
<p>Cadet Signature:</p>	
<p>Course Officer's Signature:</p>	<p>Date:</p>

## 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,
- Pen / pencil, and
- Suitable counselling room.

#### COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, Course Officer and Training Officer.

#### 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 counselling 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 Form.
7. Sign the Training Counselling Form.

---

### POST-COUNSELLING INSTRUCTIONS

---

The goal of conducting training counselling is to guide a cadet towards success in the cadet program. Following the training counselling session the Training Officer shall meet with the Commanding Officer to discuss the outcome of the session and any further steps required.

The Commanding Officer shall contact the guardian to open the lines of dialogue and include them in the action plan.

**ANNEX E, APPENDIX 1  
TRAINING COUNSELLING SESSION FORM**

<b>SECTION 1 – CADET PERS INFORMATION</b>	
Surname:	Name:
Division:	Phase:
Circumstances requiring TCS convening:	
<b>SECTION 3 – SESSION FINDINGS</b>	
<p><b>(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc)</b></p> <p>Seriousness of failure:</p>  <p>Performance in related POs:</p>  <p>Previous difficulties and action taken:</p>  <p>Overall course performance:</p>  <p>Exceptional circumstances affecting training progress:</p>  <p>Behaviour of cadet:</p>	

<b>SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)</b>	
Cadet Signature:	
Training Officer's Signature:	Date:
<b>SECTION 5 – Commanding Officer Review</b>	
Record any discussion with parents regarding the progress of the cadet.	
Commanding Officer's Signature:	Date:

**CHAPTER 4**  
**PERFORMANCE OBJECTIVES AND TRAINING PLAN**  
**SECTION 1**  
**PERFORMANCE OBJECTIVES AND TRAINING PLAN**

**PURPOSE**

1. The purpose of this chapter is to outline the specific POs associated with the Phase Four 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-604/PF-001, *Phase Four - 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 towards 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 Four assessment for learning are outlined within the applicable lesson specifications located within Chapter 4.



**PO 401**

1. **Performance:** Recognize How the Legal System Affects Youth
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 participate in activities to recognize how the legal system affects youth by describing the Youth Criminal Justice Act.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. Complementary material associated with PO 401 is designed to enhance the cadet's knowledge of the justice system, specifically:
    - (1) EO C401.01 (Discuss Age-Based Laws),
    - (2) EO C401.02 (Discuss Federal and Provincial Jurisdictions), and
    - (3) EO C401.03 (Discuss Computer Crime).
  - b. Some complementary training offered in previous levels may be selected as complementary training in Phase Four, specifically:
    - (1) EO C301.02 (Discuss Current Events),
    - (2) EO C301.03 (Tour a Local Community Service Group), and
    - (3) EO C301.04 (Participate in a Presentation from a Local Community Service Group).

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**EO C401.01**

1. **Performance:** Describe the Youth Justice System
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 describe the youth justice system, to include:
  - a. the Youth Criminal Justice Act (YCJA) Preamble and Declaration of Principle,
  - b. extrajudicial measures provided by the YCJA,
  - c. extrajudicial sanctions allowed by the YCJA, and
  - d. conferences provided for in the YCJA.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the YCJA, to include: <ol style="list-style-type: none"> <li>a. Preamble, and</li> <li>b. Declaration of Principle.</li> </ol>	Interactive Lecture	10 min	C0-417
TP2	Describe extrajudicial measures provided by the YCJA, to include: <ol style="list-style-type: none"> <li>a. taking no further action;</li> <li>b. warnings;</li> <li>c. police cautions;</li> <li>d. crown cautions;</li> <li>e. referrals; and</li> <li>f. extrajudicial sanctions.</li> </ol>	Interactive Lecture	10 min	C0-417
TP3	Describe conferences provided for in the YCJA, to include: <ol style="list-style-type: none"> <li>a. definition,</li> <li>b. applications, and</li> <li>c. forms of conferences.</li> </ol>	Interactive Lecture	5 min	C0-417

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 describe the youth justice system.
7. **References:** C0-417 Department of Justice. (2008). *The Youth Criminal Justice Act: Summary and background*. Retrieved February 3, 2009, from <http://www.justice.gc.ca/eng/pi/yj-jj/index.html>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO C401.02**

1. **Performance:** Discuss Age-Based Laws
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 describe age-based laws, to include:
  - a. laws concerning youth 12 and over,
  - b. laws concerning youth 14 and over,
  - c. laws concerning youth under 16, and
  - d. laws concerning youth 16 and over.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe age-based laws concerning youth 12 and over, to include: <ol style="list-style-type: none"> <li>a. United Nations Convention on the Rights of the Child,</li> <li>b. Criminal Code,</li> <li>c. Youth Criminal Justice Act (YCJA), and</li> <li>d. topics of provincial jurisdiction.</li> </ol>	Interactive Lecture	10 min	C0-421
TP2	Describe age-based laws concerning youth 14 and over.	Interactive Lecture	5 min	C0-421
TP3	Describe age-based laws concerning youth under 16.	Interactive Lecture	5 min	C0-421
TP4	Describe age-based laws concerning youth 16 and over.	Interactive Lecture	5 min	C0-421

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 present basic information on age-based laws and summarize the teaching points.

7. **References:** C0-421 Justice for Children and Youth. (2008). *Age-based laws*. Retrieved February 3, 2009, from <http://www.jfcy.org/>

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO C401.03**

1. **Performance:** Discuss Government Jurisdictions
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 discuss government jurisdictions, to include:
  - a. exclusive powers of the Parliament of Canada,
  - b. exclusive powers of provincial legislatures, and
  - c. examples of common municipal bylaws.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss exclusive powers of the Parliament of Canada, to include: <ol style="list-style-type: none"> <li>a. defence,</li> <li>b. criminal law,</li> <li>c. census,</li> <li>d. money and banking,</li> <li>e. transportation, and</li> <li>f. citizenship.</li> </ol>	Interactive Lecture	5 min	C0-420
TP2	Describe exclusive powers of provincial legislatures, to include: <ol style="list-style-type: none"> <li>a. property and civil rights,</li> <li>b. administration of justice,</li> <li>c. natural resources and the environment,</li> <li>d. education, and</li> <li>e. health and welfare.</li> </ol>	Interactive Lecture	10 min	C0-420
TP3	Describe examples of common municipal bylaws that affect youth, to include: <ol style="list-style-type: none"> <li>a. noise limitations,</li> <li>b. curfews, and</li> <li>c. control of skateboards and bicycles.</li> </ol>	Group Discussion	10 min	

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min  |
| b. Interactive Lecture:       | 15 min |
| c. Group Discussion:          | 10 min |
| d. Total:                     | 30 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1–2 to present basic information on federal and provincial jurisdictions and to summarize the teaching points.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about common municipal bylaws. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

7. **References:** C0-420 Intergovernmental Affairs. (2009). *Canadian federalism: Distribution of legislative powers*. Retrieved February 3, 2009, from <http://www.pco-bcp.gc.ca/aia/index.asp?lang=eng&page=federal>

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Instructors will need to research and prepare adequately for the group discussion on municipal bylaws in TP3.



**EO C401.04**

1. **Performance:** Discuss Computer Crime
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 discuss computer crime, to include:
  - a. copyright laws regarding downloading;
  - b. unauthorized access to restricted websites and connections and its consequences; and
  - c. acceptable use of the Internet.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe copyright laws regarding downloading, to include: <ol style="list-style-type: none"> <li>a. the purpose of copyright,</li> <li>b. peer to peer (P2P) file-sharing,</li> <li>c. consequences of Internet piracy, and</li> <li>d. the Berne Convention.</li> </ol>	Interactive Lecture	10 min	C0-418 C0-419 C0-424
TP2	Explain: <ol style="list-style-type: none"> <li>a. authorized use of DND / CF Internet connections,</li> <li>b. unauthorized access to restricted websites, and</li> <li>c. consequences of misuse of computers.</li> </ol>	Interactive Lecture	5 min	A0-132
TP3	Conduct a group discussion on acceptable use of the Internet, to include: <ol style="list-style-type: none"> <li>a. the need for caution and sound judgement, and</li> <li>b. professionalism when using cadet-related material.</li> </ol>	Group Discussion	10 min	A0-132

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 15 min
  - c. Group Discussion: 10 min
  - d. Total: 30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to present basic information on computer crime and to summarize the teaching points.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about computer crime. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

7. **References:**

- a. A0-132 CATO 11-07 Director Cadets 2. (2002). *Internet acceptable use—Cadet program*. Ottawa, ON: Department of National Defence.
- b. C0-418 CRIA. (2009). *The Canadian Recording Industry Association*. Retrieved February 5, 2009, from <http://www.cria.ca/>
- c. C0-419 IFPI. (2009). *The International Federation of the Phonographic Industry*. Retrieved February 5, 2009, from <http://www.ifpi.org/>
- d. C0-424 Canadian Intellectual Property Office (2009). *Copyright*. Retrieved March 23, 2009, from <http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/Home>

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** This lesson may be delivered by a subject matter expert from the community, such as a police officer.

**PO 402**

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 will participate in a community service activity that:
  - a. provides a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, or trail maintenance project); and
  - b. promotes good citizenship.
4. **Remarks:**
  - a. Community service may be conducted as nine periods during a supported day or over three sessions of three periods each.
  - b. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
  - c. Corps should consult their sponsor in the selection of community service activities.
  - d. The community service activity selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material:**
  - a. Complementary material associated with PO 402 is designed to provide opportunities for cadets to perform community service through a number of activities.
  - b. No new complementary training will be added in Phase Four.
  - c. Some complementary training offered in previous star levels may be selected as complementary training in Phase Four, specifically:
    - (1) EO C102.01 (Participate in a Ceremonial Parade), and
    - (2) EO C102.02 (Perform Community Service).
  - d. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.
  - e. Complementary training associated with PO 402 is limited to a total of nine periods which may be conducted during sessions or on a supported day. No more than three periods may be used in support of EO C102.01 (Participate in a Ceremonial Parade). Corps are not required to use all nine periods.

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**EO M402.01**

1. **Performance:** Perform Community Service
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environment: Any.
3. **Standard:** The cadet shall perform a community service activity that:
  - a. provides a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, trail maintenance project); and
  - b. promotes good citizenship attributes.
4. **Teaching Points:** The community service activity should be structured as follows:
  - a. The cadets are to be briefed by the activity organizer prior to the start of the activity. This may be done by a representative from the community group being assisted. This briefing should include an explanation of:
    - (1) the objectives and importance of the activity;
    - (2) the resources that may be required to perform the activity;
    - (3) the set-up of the activity; and
    - (4) any safety guidelines that must be followed while performing the activity.
  - b. The cadet shall participate in the activity and, where possible, perform the duties of a team leader.
  - c. Following participation in the activity, the cadets are to be debriefed, ideally by a representative from the community group being assisted. The cadets should be asked:
    - (1) how they felt about the activity;
    - (2) what they felt they accomplished;
    - (3) what benefit the community received from their participation; and
    - (4) how they can be more active citizens based on this experience.
  - d. If cadets are assigned as team leaders, they will be debriefed on their performance as part of PO 403 (Act as a Team Leader).
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Experiential Learning:	80 min
c. Subtotal:	90 min
d. Total (three sessions):	270 min

6. **Substantiation:** The experiential learning approach was chosen for this lesson as it allows the cadet to acquire new knowledge through a direct experience. By reflecting on what they have seen, felt and thought they are better able to connect this learning to past situations and use this learning to plan how this knowledge can be applied in future experiences.

7. **References:**

- a. A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.
- b. C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the needs of Canadian communities*. Retrieved May 25, 2006, from [http://www.legion.ca/asp/docs/about/community\\_e.asp](http://www.legion.ca/asp/docs/about/community_e.asp)
- c. C0-015 Kiwanis International. (2008). *Facts about Kiwanis*. Retrieved March 12, 2008, from <http://www.kiwanis.org/whatwedo/factsaboutkiwanis/tabid/532/default.aspx>
- d. C0-016 Lions Club International. (2006). *Lions Clubs International history*. Retrieved May 25, 2006, from [http://www.lionsclubs.org/en/content/lions\\_history.shtml](http://www.lionsclubs.org/en/content/lions_history.shtml)
- e. C0-017 Rotary International. (2005). *About Rotary*. Retrieved May 25, 2006, from <http://www.rotary.org/aboutrotary/index.html>
- f. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved August 16, 2006, from <http://www.unesco.ca>

8. **Training Aids:** Nil.

9. **Learning Aids:** Appropriate equipment / material for the activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. A sample listing of community-based / oriented groups includes:
  - (1) The Trans Canada Trail,
  - (2) Local environmental groups,
  - (3) The Children's Wish Foundation of Canada,
  - (4) Hospital committees,
  - (5) Alzheimer Society of Canada,
  - (6) Canadian Cancer Society,
  - (7) Arthritis Society of Canada,
  - (8) Big Brothers Big Sisters of Canada,
  - (9) The Royal Canadian Legion,
  - (10) The Rotary Club,
  - (11) The Kinsmen Club,
  - (12) The Kiwanis Club,

- (13) Lions Clubs International,
  - (14) Local food bank,
  - (15) Canadian Red Cross,
  - (16) United Way of Canada, and
  - (17) The United Nations Educational, Scientific and Cultural Organization (UNESCO).
- b. Additional information should be obtained from the chosen group to assist the instructor in the development of the initial briefing, and to provide information, as required, for specific activities.
  - c. This activity may be conducted over a day (nine periods), or in three sessions of three periods each, based on local needs.
  - d. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
  - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
  - f. When developing the corps training plan, training staff are to review the similar instructional periods found in all levels of the training program, and are encouraged to pool resources between star levels when possible.
  - g. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

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**PO 403**

1. **Performance:** Act as a Team Leader
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Any.
3. **Standard:** The cadet will act as a team leader, to include:
  - a. striving to meet the needs and expectations of team members;
  - b. employing a leadership approach;
  - c. motivating team members;
  - d. providing feedback to team members;
  - e. participating in a mentoring relationship; and
  - f. leading a team during a leadership appointment, to include:
    - (1) setting a positive example;
    - (2) fostering teamwork by contributing to positive team dynamics;
    - (3) communicating clearly the task(s) to be accomplished;
    - (4) supervising cadets;
    - (5) solving problems, as required;
    - (6) debriefing the team; and
    - (7) reporting to superiors.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. Complementary material associated with PO 403 is designed to enhance the cadet's ability to act as a team leader, specifically:
    - (1) EO C403.01 (Participate in a Leadership Seminar); and
  - b. Some complementary training offered in previous levels may be selected as complementary training in the Proficiency Level Four Program, specifically:
    - (1) EO C303.01 (Lead Team-Building Activities), and
    - (2) EO C303.02 (Deliver a Presentation About a Leader).

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**EO M403.01**

1. **Performance:** Describe Needs and Expectations of Team Members
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 describe:
  - a. the needs of team members, and
  - b. the expectations that a team member has of a team leader.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the needs of team members, to include: <ol style="list-style-type: none"> <li>a. acceptance of and by other team members,</li> <li>b. acceptance and understanding of leaders,</li> <li>c. approval of leaders, and</li> <li>d. opportunities to try different tasks and roles.</li> </ol>	Interactive Lecture	5 min	C0-115 (pp. 12–13)
TP2	Conduct an activity where cadets describe the expectations that a team member has of a team leader, to include: <ol style="list-style-type: none"> <li>a. good leadership, to include:               <ol style="list-style-type: none"> <li>(1) leading by example;</li> <li>(2) putting the needs of the team members first; and</li> <li>(3) being sensitive to cultural and gender differences;</li> </ol> </li> <li>b. effective communication, to include:               <ol style="list-style-type: none"> <li>(1) giving information on what is expected of them;</li> <li>(2) explaining changes in situations;</li> <li>(3) asking for assistance with tasks; and</li> <li>(4) providing concrete examples during explanations; and</li> </ol> </li> </ol>	In-Class Activity	10 min	A0-047 A0-048 A0-131 (pp. 4-8 to 4-14) C0-115 (p. 12, 177-183)

TP	Description	Method	Time	Refs
	c. effective supervision, to include: (1) operating in a safe environment; (2) freedom from over-supervision; and (3) recognition of good performance.			
TP3	Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members.	Group Discussion	10 min	

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to orient the cadets to team members' needs.
- An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.
- A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about how a team leader should strive to meet team members needs and expectations.

7. **References:**

- A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.
- A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.
- A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.
- C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

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

9. **Learning Aids:** Needs and Expectations of Team Members handout.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Nil.

**EO M403.02**

1. **Performance:** Select a Leadership Approach
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 select a leadership approach during:
  - a. a leadership assignment, and
  - b. a leadership appointment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe transactional and transformational leadership.	Interactive Lecture	5 min	C0-115 (pp. 8–10) C0-410
TP2	Describe the outcomes that occur as a result of the team leader focussing on the team members and the goal.	Interactive Lecture	10 min	C0-413
TP3	Describe leadership approaches, to include: <ol style="list-style-type: none"> <li>a. the key aspects of each approach, to include:               <ol style="list-style-type: none"> <li>(1) control,</li> <li>(2) coach, and</li> <li>(3) empower; and</li> </ol> </li> <li>b. selecting an approach based on the:               <ol style="list-style-type: none"> <li>(1) the simplicity of the task,</li> <li>(2) the safety of the cadets,</li> <li>(3) the capability of the cadets, and</li> <li>(4) the motivation of the cadets.</li> </ol> </li> </ol>	Interactive Lecture	15 min	
TP4	Conduct an activity where the cadets will explain what leadership approach they would select and why for a given scenario.	In-Class Activity	20 min	

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture:       | 30 min |
| c. In-Class Activity:         | 20 min |
| d. Total:                     | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.
- b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- b. 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](http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf)
- c. 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](http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf)

8. **Training Aids:**

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

9. **Learning Aids:** Scenarios.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

**EO M403.03**

1. **Performance:** Motivate Team Members
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 describe how to motivate team members by:
  - a. recognizing extrinsic and intrinsic motivation;
  - b. encouraging development of knowledge and skills; and
  - c. recognizing cadets for the effort they put toward a task.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.	In-Class Activity	20 min	C0-245 (pp. 30–35) C0-415
TP2	Explain why team leaders should encourage intrinsic motivation.	Interactive Lecture	5 min	C0-401 (pp. 55–58)
TP3	Conduct a group discussion about when and how team leaders motivate team members, to include: <ol style="list-style-type: none"> <li>a. praising effort and perseverance during a task;</li> <li>b. praising the use of different strategies during a task;</li> <li>c. praising improvement during a task;</li> <li>d. encouraging the development of knowledge and skills;</li> <li>e. praising the completion of a task;</li> <li>f. thanking team members for their endeavours; and</li> <li>g. giving credit for the completion of tasks to the team rather than yourself.</li> </ol>	Group Discussion	25 min	C0-411

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. In-Class Activity:         | 20 min |
| c. Interactive Lecture:       | 5 min  |
| d. Group Discussion:          | 25 min |
| e. Total:                     | 60 min |

6. **Substantiation:**

- An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.
- An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.
- A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

7. **References:**

- C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.
- C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.
- C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>
- C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>

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

9. **Learning Aids:** Extrinsic and Intrinsic Motivation handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Nil.



**EO M403.04**

1. **Performance:** Provide Feedback to Team Members
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:
  - a. recognize when feedback must be provided; and
  - b. provide feedback.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets brainstorm and prepare a list of times when feedback should be provided.	In-Class Activity	5 min	C0-258
TP2	Explain the principles of effective feedback, to include: <ol style="list-style-type: none"> <li>a. frequent,</li> <li>b. accurate,</li> <li>c. specific, and</li> <li>d. timely.</li> </ol>	Interactive Lecture	10 min	C0-412 (pp. 3–10, pp. 111–113)
TP3	Explain the ground rules for providing feedback, to include: <ol style="list-style-type: none"> <li>a. focusing on what is observed;</li> <li>b. focusing on behaviour;</li> <li>c. keeping it neutral;</li> <li>d. using it to inform;</li> <li>e. making it supportive; and</li> <li>f. keeping it simple.</li> </ol>	Interactive Lecture	10 min	C0-403 (pp. 11–15, pp. 111–116)

TP	Description	Method	Time	Refs
TP4	<p>Explain the steps for providing feedback, to include:</p> <ul style="list-style-type: none"> <li>a. planning what to say;</li> <li>b. providing examples of behaviours;</li> <li>c. allowing time for feedback;</li> <li>d. motivating; and</li> <li>e. setting a timeline for action and follow-up.</li> </ul> <p>Explain the steps for receiving feedback, to include:</p> <ul style="list-style-type: none"> <li>a. seeing each feedback session as a learning opportunity;</li> <li>b. actively listening to the sender's ideas;</li> <li>c. asking for more information if the ideas are not understood;</li> <li>d. being honest about how the feedback is affecting one's emotions; and</li> <li>e. remaining open-minded about future learning opportunities.</li> </ul>	Interactive Lecture	10 min	C0-404
TP5	Using scenarios, have the cadets practice providing feedback to team members.	In-Class Activity	15 min	

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	In-Class Activity:	20 min
c.	Interactive Lecture:	30 min
d.	Total:	60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.
- b. An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

7. **References:**

- a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.
- c. C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from [http://articles.techrepublic.com.com/5100-10878\\_11-6102736.html](http://articles.techrepublic.com.com/5100-10878_11-6102736.html)
- d. C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.

8. **Training Aids:**

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

9. **Learning Aids:**

- a. Effective Feedback handout, and
- b. Scenarios.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Nil.

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**EO M403.05**

1. **Performance:** Participate in a Mentoring Relationship
2. **Conditions:**
  - a. Given:
    - (1) Scenario,
    - (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 shall participate in a mentoring relationship by:
  - a. providing feedback and coaching to junior cadets; and
  - b. receiving feedback and coaching from senior cadets or staff.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review the mentoring relationship, to include: <ol style="list-style-type: none"> <li>a. recognizing the purpose of a mentoring relationship;</li> <li>b. identifying the benefits of participating in a mentoring relationship;</li> <li>c. contributing to a mentoring match;</li> <li>d. being open to new things;</li> <li>e. being responsive to suggestions and constructive criticism;</li> <li>f. providing feedback to the mentor;</li> <li>g. learning from the mentor's example;</li> <li>h. participating in mentoring activities; and</li> <li>i. appreciating the mentoring relationship.</li> </ol>	Interactive Lecture	5 min	C0-258 (pp. 15–21, 37–48, 70–73)
TP2	Discuss the difference between formal and informal mentoring.	Group Discussion	5 min	C0-258 (p. 20, p. 64, pp. 78–79, 174–178, 182–187)  C0-405 (pp. 9–18, 59–87)

TP	Description	Method	Time	Refs
TP3	Describe the steps of a formal mentoring session, to include: a. getting acquainted; b. setting goals; c. meeting goals and expectations; and d. concluding the mentoring session.	Interactive Lecture	10 min	C0-258 (pp. 260–265)
TP4	Demonstrate and explain a mentoring session, to include: a. keeping the mentoring relationship professional; b. keeping the conversation during the mentoring session in confidence; and c. using the ground rules for feedback during a mentoring session.	Demonstration	10 min	C0-258 (pp. 260–265)  C0-324 (pp. 21–26, p. 31, p. 32)
TP5	Have the cadets role-play a mentoring session based on two given scenarios. Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario.	Role-Play	20 min	C0-258 (pp. 260–265)  C0-324 (pp. 21–26, p. 31, p. 32)

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	15 min
c.	Group Discussion:	5 min
d.	Demonstration:	10 min
e.	Role-Play:	20 min
f.	Total:	60 min

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.
- A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.
- A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.
- A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

7. **References:**

- a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.
- c. C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

8. **Training Aids:**

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

9. **Learning Aids:** Scenarios.

10. **Test Details:** Nil.

11. **Remarks:** Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Phase Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

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**EO M403.06**

1. **Performance:** Act as a Team Leader During a Leadership Appointment
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 act as a team leader during a leadership appointment by:
  - a. preparing for the leadership appointment;
  - b. carrying out the tasks associated with the leadership appointment;
  - c. giving feedback to the team; and
  - d. meeting with the activity manager to discuss the outcomes of the leadership appointment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe a leadership assignment and a leadership appointment.	Interactive Lecture	5 min	
TP2	Describe the leadership appointments that may be assigned at the corps.	Interactive Lecture	5 min	
TP3	Describe how to conduct the leadership appointment, to include: <ol style="list-style-type: none"> <li>a. preparing for the leadership appointment, to include:               <ol style="list-style-type: none"> <li>(1) ensuring the required resources are available;</li> <li>(2) completing a time appreciation; and</li> <li>(3) making a plan;</li> </ol> </li> <li>b. briefing the team members during the leadership appointment, to include:               <ol style="list-style-type: none"> <li>(1) communicating the overall plan;</li> <li>(2) communicating the tasks involved in the leadership appointment;</li> <li>(3) assigning tasks to team members as applicable; and</li> <li>(4) ensuring the team members understand their tasks;</li> </ol> </li> </ol>	Interactive Lecture	15 min	C0-114 (p. 16, p. 36, p. 99)  C0-243  C0-245 (pp. 70–71)  C0-247 (pp. 133–136)  C0-248 (p. 20, p. 21)  C0-253 (p. 24)  C0-254 (p. 34, p. 35)

TP	Description	Method	Time	Refs
	<p>c. carrying out the tasks associated with the leadership appointment, to include:</p> <p>(1) supervising team members;</p> <p>(2) ensuring the tasks within the appointment are progressing according to the time allotted;</p> <p>(3) providing feedback to the team members throughout the appointment; and</p> <p>(4) modifying the plan as required;</p> <p>d. providing feedback to the team members upon conclusion of the leadership appointment; and</p> <p>e. meeting with the activity manager to discuss the outcomes of the leadership appointment.</p>			<p>C0-255 (pp. 86–89)</p> <p>C0-256 (p. 54, p. 55)</p>

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 the leadership appointment.

7. **References:**

- a. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.
- b. C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>
- c. C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>
- d. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- e. C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.
- f. C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.
- g. C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.
- h. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

- i. C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.
  - j. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Leadership Appointment Aide-Memoire.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

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**EO C403.01**

1. **Performance:** Participate in a Leadership Seminar
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 participate in a leadership seminar.
4. **Teaching Points:** Have the cadets participate in a leadership seminar on one or more of the following topics:
  - a. problem solving,
  - b. time management,
  - c. communication, and
  - d. supervision.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Seminar:	80 min
c. Total:	90 min
6. **Substantiation:** A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.
7. **References:**
  - a. C0-022 ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.
  - b. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
  - c. C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>
  - d. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from [http://www.mindtools.com/pages/article/newTED\\_89.htm](http://www.mindtools.com/pages/article/newTED_89.htm)

- e. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from [http://www.mindtools.com/pages/article/newTED\\_07.htm](http://www.mindtools.com/pages/article/newTED_07.htm)
  - f. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from [http://www.mindtools.com/pages/article/newHTE\\_96.htm](http://www.mindtools.com/pages/article/newHTE_96.htm)
  - g. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from [http://www.mindtools.com/pages/article/newHTE\\_05.htm](http://www.mindtools.com/pages/article/newHTE_05.htm)
  - h. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from [http://www.mindtools.com/pages/article/newHTE\\_92.htm](http://www.mindtools.com/pages/article/newHTE_92.htm)
  - i. C0- 479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from <http://www.pedagonet.com/brain/brainers.html>
  - j. C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from <http://school.discoveryeducation.com/brainboosters/>
  - k. C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, <http://www.tsuccess.dircon.co.uk/timemanagementtips.htm>
  - l. C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, <http://sbinfocanada.about.com/cs/timemanagement/a/timemgttps.htm>
  - m. C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, <http://www.collegeboard.com/student/plan,college-success/116.html>
  - n. C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from <http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:**
- a. Scenarios, and
  - b. Handouts for the seminar selected.
10. **Test Details:** Nil.
11. **Remarks:** This EO may be conducted as many as four times during Phase Four training.

**PO 404**

1. **Performance:** Update Personal Activity Plan
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: Classroom or training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet will update their personal activity plan by:
  - a. participating in the Cadet Fitness Assessment; and
  - b. setting new short- and long-term personal goals for the training year.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. Complementary material associated with this PO is designed to enhance the cadet's knowledge of personal fitness and healthy living through a number of activities:
    - (1) EO C404.01 (Describe Nutrition and Hydration Requirements for Fitness and Sports Activities), and
    - (2) EO C404.02 (Prepare to Conduct the Cadet Fitness Assessment).
  - b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically:
    - (1) EO C304.01 (Participate in the Cadet Fitness Assessment),
    - (2) EO C304.02 (Evaluate Personal Activity Plan),
    - (3) EO C304.03 (Describe Stress),
    - (4) EO C204.02 (Develop a Personal Nutrition Plan), and
    - (5) EO C104.01 (Create Team Goals).
  - c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.

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**EO M404.01**

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:** Nil.

11. **Remarks:**

- a. 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.
- b. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
- c. This EO shall be conducted at the start and the end of the training year.

**EO M404.02**

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 Three, 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:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Total:	30 min
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:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:**
- a. Cadet Fitness Assessment results, and
  - b. Personal Activity Plan handout.
10. **Test Details:** Nil.
11. **Remarks:**
- a. This lesson shall follow the start of year Cadet Fitness Assessment (EO M404.01 [Participate in the Cadet Fitness Assessment]).
  - b. 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 M404.03**

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:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Total:	30 min
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:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:**
- a. Cadet Fitness Assessment results, and
  - b. Personal Activity Plan from start of training year.
10. **Test Details:** Nil
11. **Remarks:**
- a. This lesson shall follow the end of year Cadet Fitness Assessment (EO M404.01 [Participate in the Cadet Fitness Assessment]).
  - b. 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 C404.01**

1. **Performance:** Describe Nutrition and Hydration Requirements for Fitness and Sports Activities
2. **Conditions:**
  - a. Given:
    - (1) *Nutrition Facts*,
    - (2) Energy Expenditure for Physical Activity table,
    - (3) Estimated Daily Energy Requirements worksheet,
    - (4) Resting Energy Expenditures table,
    - (5) Estimated Number of Servings table,
    - (6) Supervision, and
    - (7) 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. analyze food labels;
  - b. estimate daily energy requirements; and
  - c. describe nutrition and hydration requirements for fitness and sports activities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain food labels, to include: <ol style="list-style-type: none"> <li>a. purpose of nutrition information,</li> <li>b. ingredients list,</li> <li>c. nutrition facts table, and</li> <li>d. nutrition claims.</li> </ol>	Interactive Lecture	15 min	C0-155 C0-176 C0-178 C0-180 C0-181 C0-182
TP2	Conduct an activity where the cadets will estimate their daily energy requirements, to include: <ol style="list-style-type: none"> <li>a. resting energy expenditure,</li> <li>b. thermic effect of food, and</li> <li>c. caloric requirements for daily life.</li> </ol>	In-Class Activity	20 min	A0-111 (pp.16–20) C0-344 C0-345 C0-346

TP	Description	Method	Time	Refs
TP3	Describe nutrition and hydration requirements for fitness and sports activities, to include: a. pre-exercise, to include: (1) time to allow between meal and activity; and (2) foods to choose; b. during exercise, to include: (1) what to drink; and (2) what to eat; and c. post-exercise.	Interactive Lecture	15 min	A0-111 (pp.10–13, 36–42) C0-166 (pp. 89–136) C0-175 (pp. 19–39) C0-320 C0-321 C0-348

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	30 min
c.	In-Class Activity:	20 min
d.	Total:	60 min

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 3 to orient the cadets to food labels and to the relationship between nutrition, hydration and fitness and sports activities.
- An in-class activity was chosen for TP 2 as it is an interactive way for the cadets to estimate daily energy requirements.

7. **References:**

- A0-111 A-MD-007-006/PW-001 Department of National Defence. (2005). *Top fuel for top performance*. Ottawa, ON: Department of National Defence.
- C0-155 ISBN 0-662-33410-8 Health Canada. (2003). *Nutrition facts*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-166 ISBN 978-0-7360-4602-2 Clark, N. (2003). *Sports nutrition guide book* (3rd ed.). Windsor, ON: Human Kinetics.
- C0-175 ISBN 978-0-7360-4406-6 McNeely, E., & McLaughlin, W. (Eds.). (2003). *ACSM fitness book: A proven step-by-step program from the experts*. Windsor, ON: Human Kinetics, Inc
- C0-176 ISBN 0-662-33411-6 Health Canada. (2003). *Nutrition labelling...Get the facts!* Ottawa, ON: Her Majesty the Queen in Right of Canada.
- C0-178 Health Canada. (2006). *Core nutrients*. Retrieved October 28, 2007, from [http://hc-sc.gc.ca/fn-an/label-etiquet/nutrition/interactive/core\\_nutrients-principaux\\_nutriments\\_e.html](http://hc-sc.gc.ca/fn-an/label-etiquet/nutrition/interactive/core_nutrients-principaux_nutriments_e.html)
- C0-180 Heart and Stroke Foundation of Canada. (2007). *Fibre, whole grains and carbohydrates*. Retrieved October 30, 2007, from <http://ww2.heartandstroke.ca/Page.asp?PageID=110&ArticleID=5327&Src=living>



- h. C0-181 Canadian Diabetes Association and Dietitians of Canada. (n.d.). *Look at the label*. Retrieved October 30, 2007, from [http://www.healthyeatingisinstore.ca/pdf/Fact\\_ENG.pdf](http://www.healthyeatingisinstore.ca/pdf/Fact_ENG.pdf)
- i. C0-182 British Columbia Ministry of Health. (n.d.). *BC health files: Iron and your health*. Retrieved October 30, 2007, from <http://www.bchealthguide.org/healthfiles/pdf/hfile68c.pdf>
- j. C0-320 American College of Sports Medicine. (n.d.). *Exercise and fluid replacement*. Retrieved September 26, 2008 from [http://www.acsm.org/Content/NavigationMenu/Research/Roundtables\\_Specialty\\_Conf/PastRoundtables/Position\\_Stand\\_Fluid\\_Replacement.htm](http://www.acsm.org/Content/NavigationMenu/Research/Roundtables_Specialty_Conf/PastRoundtables/Position_Stand_Fluid_Replacement.htm)
- k. C0-321 BC Dairy Foundation. (n.d.). *Sport nutrition*. Retrieved September 26, 2008, from [http://www.bcdairyfoundation.ca/nutrition\\_education/docs/sportnutrition.pdf](http://www.bcdairyfoundation.ca/nutrition_education/docs/sportnutrition.pdf)
- l. C0-344 VacuMed. (1998). *Resting energy expenditures*. Retrieved October 23, 2008, from <http://www.vacumed.com/293.html>
- m. C0-345 Ionescu, G. (n.d.). *Basal metabolic rate & daily energy requirements calculator*. Retrieved October 23, 2008, from <http://health.drgily.com/basal-metabolic-rate-calculator.php>
- n. C0-346 NutriStrategy. (n.d.) *Calories burned during exercise*. Retrieved October 23, 2008, from <http://www.nutristrateg.com/activitylist4.htm>
- o. C0-348 Manore, M. M., Barr S. I., & Butterfield, G. E. (2000). *Nutrition and athletic performance*. Retrieved October 29, 2008, from [http://www.coach.ca/eng/nutrition/documents/sports\\_nutrition\\_position\\_2000.pdf](http://www.coach.ca/eng/nutrition/documents/sports_nutrition_position_2000.pdf)

#### 8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate to the classroom / training area,
- b. *Nutrition Facts*,
- c. Nutrition Facts Quiz answer key,
- d. Energy Expenditures for Physical Activity Table handout,
- e. Estimated Daily Energy Requirements worksheet,
- f. Resting Energy Expenditures Table handout, and
- g. Estimated Number of Servings table.

#### 9. **Learning Aids:**

- a. *Nutrition Facts*,
- b. Nutrition Facts Quiz,
- c. Energy Expenditures for Physical Activity Table handout,
- d. Estimated Daily Energy Requirements worksheet,
- e. Resting Energy Expenditures Table handout, and
- f. Calculator.

10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO C404.02**

1. **Performance:** Prepare to Conduct the Cadet Fitness Assessment
2. **Conditions:**
  - a. Given:
    - (1) EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
    - (2) CATO 14-18, Cadet Fitness Assessment and Incentive Program,
    - (3) Leger 20-m Shuttle Run Test CD,
    - (4) Measuring tape,
    - (5) CD player,
    - (6) Pylons,
    - (7) Gym mats,
    - (8) 12-cm measuring strips,
    - (9) Paper,
    - (10) Metre sticks,
    - (11) Coins,
    - (12) Back-saver sit and reach test apparatuses,
    - (13) Supervision, and
    - (14) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet shall:
  - a. describe the components of the Cadet Fitness Assessment, to include:
    - (1) cardiovascular,
    - (2) muscular strength, and
    - (3) muscular flexibility;
  - b. prepare to conduct the Cadet Fitness Assessment by reviewing M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide;
  - c. set up the Cadet Fitness Assessment;
  - d. supervise:
    - (1) the warm-up session,

- (2) cadets performing and scoring:
  - (a) the 20-m Shuttle Run Test,
  - (b) the curl-up,
  - (c) the push-up,
  - (d) the trunk lift,
  - (e) the shoulder stretch, and
  - (f) the back-saver sit and reach, and
- (3) the cool-down session; and

e. tear down the Cadet Fitness Assessment.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the components of the Cadet Fitness Assessment, to include: <ul style="list-style-type: none"> <li>a. the sequence for the Cadet Fitness Assessment;</li> <li>b. cardiovascular component (20-m Shuttle Run Test), to include:                             <ul style="list-style-type: none"> <li>(1) objective,</li> <li>(2) setting up,</li> <li>(3) conducting, and</li> <li>(4) scoring;</li> </ul> </li> <li>c. the muscular strength component, to include:                             <ul style="list-style-type: none"> <li>(1) curl-up, to include:                                     <ul style="list-style-type: none"> <li>(a) objective,</li> <li>(b) setting up,</li> <li>(c) conducting, and</li> <li>(d) scoring; and</li> </ul> </li> <li>(2) push-up, to include:                                     <ul style="list-style-type: none"> <li>(a) objective,</li> <li>(b) setting up,</li> <li>(c) conducting, and</li> <li>(d) scoring;</li> </ul> </li> </ul> </li> <li>d. the muscular flexibility component, to include:                             <ul style="list-style-type: none"> <li>(1) trunk lift, to include:                                     <ul style="list-style-type: none"> <li>(a) objective,</li> <li>(b) setting up,</li> </ul> </li> </ul> </li> </ul>	Interactive Lecture	35 min	C0-095  C0-167 (pp. 25–56)

TP	Description	Method	Time	Refs
	(c) conducting, and (d) scoring; (2) shoulder stretch, to include: (a) objective, (b) setting up, (c) conducting, and (d) scoring; and (3) back-saver sit and reach, to include: (a) objective, (b) setting up, (c) conducting, and (d) scoring.			
TP2	Conduct an activity where the cadets will become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment).	In-Class Activity	15 min	

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture:       | 35 min |
| c. In-Class Activity:         | 15 min |
| d. Total:                     | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to present basic material on the components of the Cadet Fitness Assessment and to generate interest.
- An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought, stimulate interest and become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment).

7. **References:**

- 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.
- 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:**

- EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
- CATO 14-18, Cadet Fitness Assessment and Incentive Program,
- 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:**

- 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.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This lesson should be conducted prior to EO M404.01 (Participate in the Cadet Fitness Assessment).
- b. The cadets will be provided the opportunity to conduct the Cadet Fitness Assessment during EO M404.01 (Participate in the Cadet Fitness Assessment).

**PO 405**

1. **Performance:** Participate in Recreational Sports
2. **Conditions:**
  - a. Given:
    - (1) Sports equipment,
    - (2) Safety equipment,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Sports field or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
  - a. attend a briefing on the selected sport's rules;
  - b. participate in a warm-up;
  - c. play the selected sport; and
  - d. participate in a cool-down.
4. **Remarks:** Recreational sports may be conducted as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material:**
  - a. Complementary training offered in Phase One may be selected as complementary training in Phase Three, specifically:
    - (1) EO C105.01 (Participate in an Organized Sports Tabloid),
    - (2) EO C105.02 (Participate in an Organized Intramural Sports Event), and
    - (3) EO C105.03 (Participate in an Orienteering Event).
  - b. When selecting complementary training from Phase One, training staff will review the applicable performance objective, lesson specification and instructional guide.
  - c. Complementary training associated with PO 405 is limited to a total of nine periods conducted during sessions or on a supported day. If PO 405 is conducted as sessions, it will be comprised of three periods of training per session. If recreational sports are conducted as a full day activity, it will be comprised of nine periods.

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**EO M405.01**

1. **Performance:** Participate in Organized Recreational Team Sports
2. **Conditions:**
  - a. Given:
    - (1) Sports equipment,
    - (2) Safety equipment,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Sports field or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
  - a. attend a briefing on the selected sport's rules;
  - b. participate in a warm-up;
  - c. play the selected sport; and
  - d. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce the cadets to the selected sport's rules, to include: <ol style="list-style-type: none"> <li>a. an overview of how to play the sport; and</li> <li>b. rules and regulations of the sport.</li> </ol>	Interactive Lecture	10 min	C0-001
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise the muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	10 min	C0-002 (pp.109–113) C0-089

TP	Description	Method	Time	Refs
TP3	Supervise while the cadets play the selected sport.	Practical Activity	50 min	C0-001 C0-030 C0-031 C0-034 C0-074
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>allow the body time to slowly recover from physical activity and to help prevent injury;</li> <li>prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>stretch the muscles.</li> </ol>	Practical Activity	10 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	70 min
d.	Sub-total:	90 min
e.	Total (three sessions):	270 min

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to introduce the cadets to the rules of the selected sport.
- A practical activity was chosen for TPs 2–4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

7. **References:**

- C0-001 ISBN 0-88011-807-5 Hanlon, T. (1998). *The sports rules book: Essential rules for 54 sports*. USA: Human Kinetics Publishers, Inc.
- C0-002 ISBN 0-88962-630-8 LeBlanc, J., & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON: Mosaic Press.
- C0-030 Ringette Canada. (2006). *How ringette is played*. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>
- C0-031 What is Ultimate Frisbee? (2006). *What is ultimate – the game*. Retrieved October 30, 2006, from [http://www.whatisultimate.com/what/what\\_game\\_en.html](http://www.whatisultimate.com/what/what_game_en.html)
- C0-034 About Ultimate. (2006). *About ultimate*. Retrieved October 30, 2006, from <http://www.upa.org/ultimate>

- f. C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.
- g. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

8. **Training Aids:**

- a. Sports / safety equipment for the selected sport,
- b. First aid kit,
- c. Whistles, and
- d. Stopwatch.

9. **Learning Aids:** Sports / safety equipment for the selected sport.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The CCO list of approved sports is located at Attachment A of the instructional guide to the EO.
- b. Recreational sports may be carried out as nine periods during a supported day or over three sessions of three periods each.
- c. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

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**PO 406**

1. **Performance:** Fire the Cadet Air Rifle During Recreational Marksmanship
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Air rifle pellets,
    - (4) Target frame,
    - (5) Suitable target,
    - (6) Shooting mat,
    - (7) Safety glasses / goggles,
    - (8) Supervision, and
    - (9) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, the cadet will fire the cadet air rifle during recreational marksmanship by:
  - a. carrying out safety precautions;
  - b. applying basic marksmanship techniques; and
  - c. following the rules and commands given on a range.
4. **Remarks:** All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO AR).
5. **Complementary Material:**
  - a. Complementary material associated with PO 406 is designed to provide opportunities for cadets to act as a range assistant, specifically:
    - (1) EO C406.01 (Assist the Range Safety Officer), and
    - (2) EO C406.02 (Score Air Rifle Marksmanship Targets).
  - b. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:
    - (1) EO C306.01 (Identify Civilian Marksmanship Organizations),
    - (2) EO C306.02 (Correct Marksmanship Error),
    - (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle), and
    - (4) EO C106.01 (Participate in a Recreational Marksmanship Activity).

- c. When selecting complementary material from previous star levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Corps choosing EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) in either the Silver Star or Gold Star Programs may follow this training with EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity) from the standing position.
- e. Corps choosing to instruct EO C406.01 (Perform the Duties of a Range Assistant) should allow cadets to fill roles on the range during air rifle marksmanship practices.

**EO M406.01**

1. **Performance:** Participate in a Recreational Marksmanship Activity
2. **Conditions:**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Air rifle pellets,
    - (4) Target frame,
    - (5) Target,
    - (6) Shooting mat,
    - (7) Safety glasses / goggles,
    - (8) Supervision, and
    - (9) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points:**
  - a. Conduct a range briefing, to include:
    - (1) explaining pertinent sections of range standing orders;
    - (2) reviewing general rules observed on all ranges;
    - (3) reviewing commands used on an air rifle range;
    - (4) describing the layout of the range; and
    - (5) reviewing hand-washing procedures on completion of firing.
  - b. Supervise the cadet's participation in a recreational marksmanship activity, choosing from the following categories:
    - (1) classification,
    - (2) fun activities,
    - (3) timed activities, and
    - (4) competitive team / individual activities.

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Practical Activity:        | 80 min |
| c. Total:                     | 90 min |

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

8. **Training Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. Target,
- f. Shooting mat,
- g. Safety glasses / goggles,
- h. Stopwatch, and
- i. Pen / pencil.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. Target,
- f. Shooting mat, and
- g. Safety glasses / goggles.

10. **Test Details:** Nil.



11. **Remarks:**

- a. Hand-washing stations must be available for cleanup after the activity is completed.
- b. Cadets may fire in the standing position if they have previously received the training during C306.03 (Adopt the Standing Position With the Cadet Air Rifle).
- c. Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.
- d. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

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**EO C406.01**

1. **Performance:** Assist the Range Safety Officer (RSO)
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** The cadet shall assist the RSO, to include:
  - a. setting up and dismantling an air rifle range;
  - b. acting as the pellet controller;
  - c. acting as a range sentry;
  - d. acting as a firing point assistant; and
  - e. scoring targets.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss ways to assist the RSO, to include: <ol style="list-style-type: none"> <li>a. setting up an air rifle range, to include:               <ol style="list-style-type: none"> <li>(1) posting warning signals;</li> <li>(2) setting up equipment at the backstop;</li> <li>(3) indicating firing lanes;</li> <li>(4) placing equipment at the firing point;</li> <li>(5) placing equipment behind the firing point; and</li> <li>(6) placing the cadet air rifle at the firing point; and</li> </ol> </li> <li>b. dismantling an air rifle range, to include:               <ol style="list-style-type: none"> <li>(1) storing the cadet air rifle;</li> <li>(2) storing the equipment behind the firing point;</li> <li>(3) storing the equipment at the firing point;</li> <li>(4) cleaning the backstop area;</li> <li>(5) cleaning the firing lanes; and</li> <li>(6) removing the warning signals;</li> </ol> </li> </ol>	Group Discussion	25 min	A0-027 (pp. 1-9-1 to 1-8-3, pp. 4-4-14 to 4-4-16)  A0-041 (pp. E1-1/8 to E1-8/8)

TP	Description	Method	Time	Refs
	<p>c. controlling pellets, to include:</p> <ul style="list-style-type: none"> <li>(1) maintaining possession of the pellets at all times;</li> <li>(2) distributing pellets;</li> <li>(3) disposing of pellets;</li> <li>(4) recording the number of pellets used during the activity; and</li> <li>(5) recording the number of pellets used for each rifle;</li> </ul> <p>d. performing the role of a range sentry, to include:</p> <ul style="list-style-type: none"> <li>(1) restricting access to the range during firing;</li> <li>(2) controlling range warning signals; and</li> <li>(3) notifying the RSO of safety concerns inside / outside the range area;</li> </ul> <p>e. assisting on the firing point, to include:</p> <ul style="list-style-type: none"> <li>(1) supervising firers responding to range commands;</li> <li>(2) assisting firers as necessary;</li> <li>(3) correcting errors; and</li> <li>(4) notifying the RSO of safety concerns; and</li> </ul> <p>f. scoring targets.</p>			

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min  |
| b. Group Discussion:          | 25 min |
| c. Total:                     | 30 min |

6. **Substantiation:** A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. 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 listening skills and team development.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Nil.
9. **Learning Aids:** Assist the RSO handout.
10. **Test Details:** Nil.
11. **Remarks:** Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

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**EO C406.02**

1. **Performance:** Score Air Rifle Marksmanship Targets
2. **Conditions:**
  - a. Given:
    - (1) Exercise targets,
    - (2) Air rifle grouping template,
    - (3) .177 scoring magnifier,
    - (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 score air rifle marksmanship targets, to include:
  - a. grouping targets, and
  - b. competition targets.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe air rifle marksmanship targets, to include: <ol style="list-style-type: none"> <li>a. CCM air rifle grouping targets,</li> <li>b. CCM competition targets, and</li> <li>c. non-standard targets.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 1-9-1)
TP2	Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target by: <ol style="list-style-type: none"> <li>a. determining there are five shots in the grouping;</li> <li>b. aligning the air rifle grouping template over the five-shot grouping so that all shots are within a scoring ring;</li> <li>c. determining if the grouping will fit within the next smallest ring without touching the scoring ring;</li> <li>d. repeating as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring;</li> <li>e. recording the grouping size on the target; and</li> <li>f. determining the classification category.</li> </ol>	Demonstration and Performance	10 min	A0-027 (pp. 1-9-1 to 1-9-2)  A0-041 (p. C-3/6)

TP	Description	Method	Time	Refs
TP3	<p>Explain, demonstrate and have the cadets score the CCM Competition Target by:</p> <p>a. determining the score on each diagram by:</p> <p>(1) determining the value by inspecting with the naked eye; and</p> <p>(2) determining the value using the .177-scoring magnifier by:</p> <p>(a) aligning a scoring magnifier over the pellet hole;</p> <p>(b) awarding the higher value where a shot touches a scoring ring or breaks a scoring ring; and</p> <p>(c) awarding the lower value where a gap exists between the shot and a scoring ring;</p> <p>b. calculating any penalties; and</p> <p>c. recording the score on the target.</p> <p>Note: If scoring plugs and templates are required to determine a value, they shall be used under the supervision of an Air Rifle Marksmanship Instructor / Air Rifle Range Safety Officer.</p>	Demonstration and Performance	10 min	A0-027 (pp. 1-9-2 to 1-9-4)

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 5 min  |
| b. Interactive Lecture:           | 5 min  |
| c. Demonstration and Performance: | 20 min |
| d. Total:                         | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.
- A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

7. **References:**

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.
- A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.



8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for classroom / training area,
- b. Exercise targets,
- c. Air rifle grouping template, and
- d. .177 scoring magnifier.

9. **Learning Aids:**

- a. Exercise targets,
- b. Air rifle grouping template,
- c. .177 scoring magnifier, and
- d. Pencil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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**PO 407**

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 year four training; and
  - b. exploring year four CSTC training opportunities.
4. **Remarks:**
  - a. EO M407.01 (Identify Phase Three Training Opportunities) shall be conducted at the beginning of the training year.
  - b. EO M407.02 (Identify Year Three CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.
5. **Complementary Material:**
  - a. Complementary material associated with PO 407 is designed to enhance the cadet's knowledge of serving in a sea cadet corps through EO C407.01 (Prepare for a Merit Review Board).
  - b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Four, specifically:
    - (1) EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),
    - (2) EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer [CLO]), and
    - (3) EO C307.03 (Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada [NLC]).
  - c. When selecting complementary training from previous phases, training staff will review the applicable performance objective and lesson specification.

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**EO M407.01**

1. **Performance:** Identify Phase Four Training Opportunities
2. **Conditions:**
  - a. Given:
    - (1) Handout of performance objectives (POs) and enabling objectives (EOs) of Phase Four training opportunities,
    - (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 shall:
  - a. identify Phase Four mandatory training, to include:
    - (1) common training, and
    - (2) sea elemental training;
  - b. identify Phase Four complementary training; and
  - c. discuss leadership appointment opportunities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity to identify Phase Four mandatory training opportunities, to include: <ol style="list-style-type: none"> <li>a. training common to the sea, army, and air elements of the CCO, to include:               <ol style="list-style-type: none"> <li>(1) citizenship,</li> <li>(2) community service,</li> <li>(3) leadership,</li> <li>(4) personal fitness and healthy living,</li> <li>(5) recreational sports,</li> <li>(6) air rifle marksmanship,</li> <li>(7) general cadet knowledge,</li> <li>(8) drill,</li> <li>(9) instructional techniques, and</li> <li>(10) biathlon; and</li> </ol> </li> </ol>	In-Class Activity	10 min	A0-096 A1-066

TP	Description	Method	Time	Refs
	b. sea elemental training, to include: (1) Canadian Navy and maritime community, (2) ship's operations, (3) sailing, and (4) seamanship inter-divisional competition.			
TP2	Identify Phase Four complementary training opportunities.	Interactive Lecture	10 min	See Remarks para. 11
TP3	Discuss leadership appointment opportunities at the corps.	Group Discussion	5 min	

5. **Time:**

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

6. **Substantiation:**

- An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among the cadets.
- An interactive lecture was chosen for TP 2 to orient the cadets to and generate interest in Phase Four complementary training opportunities.
- A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about leadership appointments at the corps.

7. **References:**

- A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Handouts of the POs and EOs for Phase Four training, and
- Tape.

9. **Learning Aids:** Handout of the POs and EOs for Phase Four training.

10. **Test Details:** Nil.

11. **Remarks:**

- a. For Phase Four complementary training opportunities in TP 2, refer to the corps annual training plan.
- b. 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 M407.02**

1. **Performance:** Identify Year Four Cadet Summer Training Centre (CSTC) Training Opportunities
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 identify year four CSTC training opportunities, to include:
  - a. specialty areas,
  - b. courses within each specialty area,
  - c. prerequisites for the course within each specialty area, and
  - d. staff cadet employment opportunities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a group discussion where the cadets will review specialty areas for year four CSTC training, to include: <ol style="list-style-type: none"> <li>a. air rifle marksmanship,</li> <li>b. fitness and sports,</li> <li>c. music,</li> <li>d. sail,</li> <li>e. seamanship, and</li> <li>f. drill and ceremonial.</li> </ol>	Group Discussion	5 min	A0-033 A0-096 A1-066
TP2	Describe year four CSTC courses, to include: <ol style="list-style-type: none"> <li>a. common courses:               <ol style="list-style-type: none"> <li>(1) Air Rifle Marksmanship Instructor,</li> <li>(2) Fitness and Sports Instructor, and</li> <li>(3) Military Band–Intermediate Musician and Advanced Musician; and</li> </ol> </li> <li>b. elemental courses:               <ol style="list-style-type: none"> <li>(1) Intermediate Sail,</li> <li>(2) Sail Coach,</li> <li>(3) Ship's Boat Operator,</li> <li>(4) Chief Boatswain's Mate, and</li> <li>(5) Drill and Ceremonial Instructor.</li> </ol> </li> </ol>	Interactive Lecture	10 min	A0-033 A0-096 A1-066

TP	Description	Method	Time	Refs
TP3	Describe staff cadet employment opportunities.	Interactive Lecture	10 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Group Discussion:          | 5 min  |
| c. | Interactive Lecture:       | 20 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions and feelings about year four CSTC training opportunities.
- An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to year four CSTC training opportunities and to generate interest in staff cadet employment.

7. **References:**

- A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian cadet organizations*. Ottawa, ON: Department of National Defence.
- A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- This EO must be conducted before the summer training application deadline.
- It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

**EO C407.01**

1. **Performance:** Prepare for a Merit Review Board
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:
  - a. identify occasions for a merit review board; and
  - b. prepare for a merit review board, by:
    - (1) completing tasks, as requested by the merit review board chair;
    - (2) preparing a uniform;
    - (3) identifying where and when the merit review board will be conducted; and
    - (4) reviewing for possible interview questions.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify occasions for a merit review board, to include: <ol style="list-style-type: none"> <li>a. promotion requirements for:               <ol style="list-style-type: none"> <li>(1) Chief Petty Officer Second Class, and</li> <li>(2) Chief Petty Officer First Class; and</li> </ol> </li> <li>b. other possible occasions, to include:               <ol style="list-style-type: none"> <li>(1) awards,</li> <li>(2) scholarships,</li> <li>(3) senior appointments within the corps (eg, coxswain),</li> <li>(4) Cadet Summer Training Centre (CSTC) training opportunities, and</li> <li>(5) staff appointments at a CSTC.</li> </ol> </li> </ol>	Interactive Lecture	5 min	A1-003 A0-126 C0-416

TP	Description	Method	Time	Refs
TP2	Describe: a. the merit review board process; b. how to prepare for a merit review board for promotion; and c. tips for a successful interview.  Note: The cadets will be given scenarios to prepare for a merit review board at the end of this TP.	Interactive Lecture	20 min	A1-003 A0-126 C0-416
TP3	Have the cadets participate in a practice merit review board based on the scenario given.	Role-Play	55 min	A0-126

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 25 min |
| c. | Role-Play:                 | 55 min |
| d. | Total:                     | 90 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1–2 to introduce merit review boards and to summarize the teaching points.
- A role-play was chosen for TP 3 as it motivates the cadets to become more actively involved in preparing for a merit review board, which is explained in a realistic setting. The cadets must consider the situation and the goal they wish to achieve in the role-play.

7. **References:**

- A1-003 A-CR-005-001/AG-001 Director Cadets 4 (2006). *Royal Canadian Sea Cadets dress instructions*. Ottawa, ON: Department of National Defence.
- A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.
- C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from [http://www.aircadetleague.bc.ca/SponCommResources/Mock\\_Boards.PDF](http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF)

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area; and
- Scenarios for merit review boards.

9. **Learning Aids:** Scenario for a merit review board.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The cadets will be given scenarios to prepare for a merit review board at the end of TP 2.
- b. When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

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**PO 408**

1. **Performance:** Command a Platoon on Parade
2. **Conditions:**
  - a. Given:
    - (1) Parade sequence aide mémoire, and
    - (2) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will command a platoon on parade, to include:
  - a. executing correct and sharp drill movements;
  - b. following a parade sequence;
  - c. delivering words of command by:
    - (1) applying vocal techniques; and
    - (2) using the following parts of the command:
      - (a) cautionary, and
      - (b) executive; and
    - (3) calling on the correct foot;
  - d. demonstrating confidence; and
  - e. correcting errors as required.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. Complementary material associated with PO 408 is designed to provide a historical background about drill as well as allow additional opportunities for cadet corps with an interest in drill to develop the cadets' skills in this area, specifically:
    - (1) EO C408.01 (Discuss the History of Drill), and
    - (2) EO C408.02 (View a Re-Enactment that Demonstrates the History of Drill).

- b. Some complementary training offered in previous star levels may be selected as complementary training in the Gold Star Program, specifically:
  - (1) EO C308.01 (Execute Flag Party Drill),
  - (2) EO C308.02 (Deliver Words of Command),
  - (3) EO C208.01 (Practice Ceremonial Drill as a Review), and
  - (4) EO C208.02 (Execute Drill With Arms).
- c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.



**EO M408.01**

1. **Performance:** Discuss Commanding a Division on Parade
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 discuss commanding a division on parade, to include:
  - a. communicating effectively;
  - b. executing sharp personal drill;
  - c. maintaining dress IAW dress instructions;
  - d. exhibiting a positive attitude; and
  - e. conducting oneself in an appropriate manner.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss commanding a division on parade, to include: <ol style="list-style-type: none"> <li>a. communicating effectively;</li> <li>b. executing sharp personal drill;</li> <li>c. maintaining dress IAW dress instructions;</li> <li>d. exhibiting a positive attitude; and</li> <li>e. conducting oneself in an appropriate manner.</li> </ol>	Group Discussion	25 min	A0-002 (p. 1-1-1, pp. 1-1-3 to 1-1-8)  A1-003

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min  |
| b. Group Discussion:          | 25 min |
| c. Total:                     | 30 min |

6. **Substantiation:** A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a division on parade. 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 listening skills and team development.

7. **References:**
  - a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
  - b. A1-003 A-CR-005-001/AG-001 D Cdts (2006). *Royal Canadian sea cadets dress instructions*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**EO M408.02**

1. **Performance:** Identify Parade Sequence
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 identify the sequence of the following parades:
  - a. parade night, and
  - b. annual ceremonial review (ACR).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the roles of the following parades within the Cadet Program: <ol style="list-style-type: none"> <li>a. parade night,</li> <li>b. ACR,</li> <li>c. Remembrance Day, and</li> <li>d. special ceremonial parades.</li> </ol>	Interactive Lecture	5 min	A0-002 (p. 1-2-7, p. 2-6, pp. 11-1-2 to 11-1-3, p. 11-2-10, pp. 12-1-1 to 12-1-2)
TP2	Describe the parade night sequence, to include: <ol style="list-style-type: none"> <li>a. opening parade, to include:               <ol style="list-style-type: none"> <li>(1) forming up;</li> <li>(2) calling the roll;</li> <li>(3) inspecting;</li> <li>(4) marching past;</li> <li>(5) making announcements; and</li> <li>(6) dismissing; and</li> </ol> </li> <li>b. closing parade, to include:               <ol style="list-style-type: none"> <li>(1) forming up;</li> <li>(2) making announcements;</li> <li>(3) advancing in review order; and</li> <li>(4) dismissing.</li> </ol> </li> </ol>	Interactive Lecture	10 min	A0-002 (pp. 2-1 to 2-26, pp. 2-10 to 2-29, pp. 3-1 to 3-9, pp. 3-15 to 3-19, pp. 3-24 to 3-26, pp. 3-29 to 3-32, pp. 7-1-1 to 8-7-4)

TP	Description	Method	Time	Refs
TP3	Describe the ACR sequence, to include: a. form up; b. reception of the reviewing officer (RO); c. inspection by the RO; d. march past; e. awards and presentations; f. address by the RO; g. advance in review order; h. departure of the RO; and i. dismissal.	Interactive Lecture	10 min	A0-002 (pp. 7-1-1 to 8-7-4, p. 9-2-1)

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 cadet to the parade sequences of a parade night and an ACR.

7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO M408.03**

1. **Performance:** Command a Squad
2. **Conditions:**
  - a. Given:
    - (1) Parade sequence aide mémoire card,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet shall command a squad, to include:
  - a. assuming proper command position;
  - b. delivering words of command by:
    - (1) applying vocal techniques;
    - (2) using the following parts of the command:
      - (a) cautionary, and
      - (b) executive;
    - (3) calling on the correct foot; and
  - c. paying compliments, as required.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets command a squad, to include: <ol style="list-style-type: none"> <li>a. falling in;</li> <li>b. greeting the Reviewing Officer (RO) to complete the inspection;</li> <li>c. leading the squad on the march past; and</li> <li>d. falling out.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 7-2-1 to 7-2-9, pp. 7-3-2 to 7-3-38, p. 7-4-10, p. 7-4-17, p. 7-4-22, p. 9-2-4, pp. 9-2-9 to 9-2-10)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Parade Sequence Aide-Mémoire Card.
9. **Learning Aids:** Parade Sequence Aide-Mémoire Card.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 408 PC.
11. **Remarks:** Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

**EO M408.04**

1. **Performance:** Inspect a Cadet on Parade
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet shall inspect a cadet on parade, to include:
  - a. evaluating dress; and
  - b. correcting errors.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform by referring to elemental cadet dress instructions, to include: <ol style="list-style-type: none"> <li>a. headdress;</li> <li>b. clothes on the upper body;</li> <li>c. clothes on the lower body;</li> <li>d. footwear; and</li> <li>e. overall personal appearance.</li> </ol>	In-Class Activity	15 min	A1-003
TP2	Explain, demonstrate and have the cadets perform an individual inspection, to include: <ol style="list-style-type: none"> <li>a. inspecting the front of a cadet from head to toe;</li> <li>b. inspecting the back of a cadet from head to toe; and</li> <li>c. correcting errors verbally.</li> </ol>	Demonstration and Performance	35 min	A0-002 (p. 1-1-12, p. 7-3-17)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 15 min
  - c. Demonstration and Performance: 35 min
  - d. Total: 60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

7. **References:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. A1-003 A-CR-005-001/AG-001 D Cdts (2006). *Royal Canadian sea cadets dress instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. A-CR-005-001/AG-001, and
- b. Dress Instructions Activity Answer Sheet.

9. **Learning Aids:**

- a. A-CR-005-001/AG-001,
- b. Dress Instructions Activity Worksheet, and
- c. Pens / pencils.

10. **Test Details:** Nil.

11. **Remarks:** Nil.



**EO C408.01**

1. **Performance:** Discuss the History of Drill
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 discuss the history of drill, to include:
  - a. origins of drill,
  - b. purposes of drill on the battlefield,
  - c. evolution of drill procedures, and
  - d. variance of drill between the three services before unification.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the origins of drill, to include: <ol style="list-style-type: none"> <li>a. Romans,</li> <li>b. Greeks and Spartans, and</li> <li>c. Chinese.</li> </ol>	Interactive Lecture	10 min	A0-002 (pp. 1-1-1 to 1-1-2)  C2-249 (pp. 102–121)
TP2	Discuss the evolution of drill movements, to include: <ol style="list-style-type: none"> <li>a. Swiss,</li> <li>b. Dutch,</li> <li>c. Germans,</li> <li>d. British, to include:               <ol style="list-style-type: none"> <li>(1) march,</li> <li>(2) quick march,</li> <li>(3) wheeling step, and</li> <li>(4) double march; and</li> </ol> </li> <li>e. Canadian, to include:               <ol style="list-style-type: none"> <li>(1) Royal Canadian Navy,</li> <li>(2) Canadian Army, and</li> <li>(3) Royal Canadian Air Force.</li> </ol> </li> </ol>	Interactive Lecture	15 min	A0-002 (p. 1-1-2)  C2-249 (pp. 127–145)

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 the history of drill and generate interest.

7. **References:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO C408.02**

1. **Performance:** View a Re-Enactment That Demonstrates the History of Drill
2. **Conditions:**
  - a. Given:
    - (1) Re-enactment demonstrating the history of drill (live performance or video),
    - (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 shall:
  - a. view a re-enactment that demonstrates the history of drill; and
  - b. participate in a group discussion comparing past military drill to current military drill.
4. **Teaching Points:** This EO offers an opportunity for the cadet to view and discuss a re-enactment that demonstrates the history of drill. This lesson shall be structured as follows:
  - a. Brief the cadet, prior to the re-enactment, on the relevance of the history of drill, to include:
    - (1) the purpose of drill on the battlefield; and
    - (2) the evolution of drill throughout the years.
  - b. View a re-enactment that demonstrates the history of drill.
  - c. Conduct a group discussion in which the cadets discuss:
    - (1) what they learned from the re-enactment;
    - (2) what they felt was the most interesting aspect; and
    - (3) what they found was different compared to drill today.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. In-Class Activity / Field Trip:	60 min
c. Group Discussion:	20 min
d. Total:	90 min
6. **Substantiation:** An in-class activity / field trip was chosen as it is an interactive way to stimulate interest in the history of drill.
7. **References:** Nil.

8. **Training Aids:**

- a. TV, as required, and
- b. DVD or VCR, as required.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The historical drill re-enactment chosen can be an in-class activity (video or DVD) or a field trip (live performance).
- b. There is no instructional guide provided for this EO.

**PO 409**

1. **Performance:** Instruct a Lesson
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. preparing the lesson;
  - b. introducing the lesson;
  - c. presenting the content of the lesson;
  - d. confirming the knowledge / skills learned during the lesson; and
  - e. concluding the lesson.
4. **Remarks:**
  - a. The lessons assigned will be chosen from the Phase One or Two Corps program.
  - b. It is recommended that this PO be conducted early in the training year to allow time for the cadets to instruct their assigned lessons to Phase One or Two cadets.
5. **Complementary Material:**
  - a. Complementary material associated with PO 409 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:
    - (1) EO C409.01 (Plan a Lesson),
    - (2) EO C409.02 (Instruct a 30-Minute Lesson),
    - (3) EO C409.03 (Act as an Assistant Instructor),
    - (4) EO C409.04 (Participate in a Creative Lesson Planning Workshop),
    - (5) EO C409.05(Act as an Assistant Drill Instructor), and
    - (6) EO C409.06 (Instruct a 30-Minute Drill Lesson)

- b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically:
  - (1) EO C309.04 (Identify Formations for Drill Instruction),
  - (2) EO C309.05 (Plan a Drill Lesson), and
  - (3) EO C309.06 (Instruct a 15-Minute Drill Lesson).
- c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.

**EO M409.01**

1. **Performance:** Identify Methods of Instruction
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:
  - a. identify the following methods of instruction:
    - (1) group discussion,
    - (2) guided discussion,
    - (3) role-play,
    - (4) experiential learning,
    - (5) problem-based learning, and
    - (6) case study; and
  - b. select an appropriate method of instruction for a given topic.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will review methods of instruction, to include: <ol style="list-style-type: none"> <li>a. interactive lecture,</li> <li>b. demonstration and performance,</li> <li>c. in-class activity,</li> <li>d. practical activity,</li> <li>e. game, and</li> <li>f. field trip.</li> </ol>	In-Class Activity	10 min	A0-055 (pp. 17–22)
TP2	Conduct an activity where the cadets will describe methods of instruction, to include: <ol style="list-style-type: none"> <li>a. group discussion,</li> <li>b. guided discussion,</li> <li>c. role-play,</li> <li>d. experiential learning,</li> <li>e. problem-based learning, and</li> <li>f. case study.</li> </ol>	In-Class Activity	20 min	A0-055 (p. 16, p. 19, p. 21) A0-123 (pp. 5–17) C0-379

TP	Description	Method	Time	Refs
TP3	Conduct a group discussion on the application of methods of instruction, to include: <ol style="list-style-type: none"> <li>interactive lecture,</li> <li>demonstration and performance,</li> <li>in-class activity,</li> <li>practical activity,</li> <li>game,</li> <li>field trip,</li> <li>group discussion,</li> <li>guided discussion,</li> <li>role-play,</li> <li>experiential learning,</li> <li>problem-based learning, and</li> <li>case study</li> </ol>	Group Discussion	20 min	A0-055 (pp. 17–22)  A0-123 (p. 3)

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	In-Class Activity:	30 min
c.	Group Discussion:	20 min
d.	Total:	60 min

6. **Substantiation:**

- An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.
- A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

7. **References:**

- 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.
- A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.
- C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from [www.adprima.com](http://www.adprima.com)

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- Teaching = learning handouts,
- Methods of instruction worksheets,



- d. Methods of instruction puzzles,
- e. Methods of instruction guides,
- f. Methods of instruction information sheets,
- g. Methods worksheets,
- h. Method madness handouts,
- i. Envelopes,
- j. Binders
- k. Markers,
- l. Pens / pencils,
- m. Tape, and
- n. Stopwatch.

9. **Learning Aids:**

- a. Teaching = learning handouts,
- b. Methods of instruction worksheets,
- c. Methods of instruction puzzles,
- d. Methods of instruction information sheets,
- e. Methods worksheets, and
- f. Method madness handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.

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**EO M409.02**

1. **Performance:** Identify Elements of a Positive Learning 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 shall identify elements of a positive learning environment, to include:
  - a. physical and emotional safety;
  - b. stress management; and
  - c. classroom / training area management.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of a physically and emotionally safe learning environment.	Interactive Lecture	15 min	A0-118 (p. 5, p. 7, p. D 1)  C0-376 (p. 39, p. 103)  C0-383  C0-385
TP2	Conduct a group discussion on stress management techniques, to include: <ol style="list-style-type: none"> <li>a. creating positive stress to encourage learning; and</li> <li>b. controlling negative stress by:               <ol style="list-style-type: none"> <li>(1) informing cadets of expectations;</li> <li>(2) providing necessary resources;</li> <li>(3) providing adequate time to accomplish tasks;</li> <li>(4) incorporating physical activity;</li> <li>(5) providing time to process information; and</li> <li>(6) practicing relaxation techniques.</li> </ol> </li> </ol>	Group Discussion	15 min	A0-055 (pp. 44–47)  A0-118 (p. 12, p. L 1)  C0-191 (p. 293, p. 294, p. 300, p.301)  C0-375  C0-380 (pp. 8.14–8.16, p. 4.4  C0-191

TP	Description	Method	Time	Refs
TP3	Identify classroom / training area management techniques, to include: a. attention signals; b. correcting behaviour; c. providing positive reinforcement; d. engaging the learner; and e. managing distractions.	Interactive Lecture	20 min	A0-055 (pp. 44–47)  C0-375 (p. 5.6, p. 5.7)  C0-381  C0-382  C0-384

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 35 min |
| c. | Group Discussion:          | 15 min |
| d. | Total:                     | 60 min |

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadet's interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.
- A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

7. **References:**

- 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.
- A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.
- C0-191 ISBN 978-0-7360-6675-4 Corbin, C. & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor: Human Kinetics.
- C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- C0-376 ISBN 0-7619-4626-8 Earle, L. M. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.
- C0-380 Scott, E. (2008). *Cortisol and stress: how to stay healthy*. Retrieved February 25, 2009, from <http://www.Stress.about.com/od/stresshealth/a/cortisol.htm?p=1>
- C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from [http://www.education-world.com/a\\_curr/columnists/mcdonald/mcdonald007.shtml](http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml)
- C0-382 Bear, TC. (2009). *Quiet signals for getting attention and control of your classroom*. Retrieved February 27, 2009, from <http://www.teachercreated.com/blog/?tag=attention-signals>

- i. C0-383 Bell, A. (2007). *Creating a learning centered environment - Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
- j. C0-384 Handy, K. (2009). *Classroom management plan*. Retrieved February 27, 2009, from <http://www.katiehandy.wordpress.com/classroom-management-plan/>
- k. C0-385 Boudreau, D. (2008). *Creating the ideal learning environment - Emotional*. Retrieved February 25, 2009, from <http://ezinearticles.com/?Creating-the-Ideal-Learning-Environment---Emotional&id=1536435>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Relaxation exercise handouts,
- c. Create a positive learning environment crossword puzzles, and
- d. Create a positive learning environment crossword puzzle answer key.

9. **Learning Aids:**

- a. Relaxation exercise handouts, and
- b. Create a positive learning environment crossword puzzles.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.

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**EO M409.03**

1. **Performance:** Describe Learner Needs
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 describe:
  - a. the importance of:
    - (1) relevant and meaningful material, and
    - (2) information processing time;
  - b. types of learners using:
    - (1) developmental periods, and
    - (2) learning styles; and
  - c. the needs of learners, specific to:
    - (1) developmental periods, and
    - (2) learning styles.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of: <ol style="list-style-type: none"> <li>a. making material relevant and meaningful; and</li> <li>b. providing information processing time.</li> </ol>	Interactive Lecture	5 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1)  C0-397 (p. 1)  C0-398 (p. 31, p. 38)
TP2	Describe and identify the needs of the developmental periods (DP), to include: <ol style="list-style-type: none"> <li>a. DP 1,</li> <li>b. DP 2, and</li> <li>c. DP 3.</li> </ol>	Interactive Lecture	10 min	A0-118 (pp. 5–7, p. 10, p. H 1, p. H 2 )

TP	Description	Method	Time	Refs
TP3	Conduct an activity where the cadets will describe and identify the needs of the different learning styles, to include: a. visual, b. kinaesthetic, and c. auditory.	In-Class Activity	20 min	A0-118 (pp. 5–7, p. 10, p. G 1, p. G 2, p. H 1, p. H 2, p. K 1)
TP4	Conduct an activity where the cadets will describe how to structure a lesson to meet the needs of the different types of learners.	In-Class Activity	15 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1)

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	15 min
c.	In-Class Activity:	35 min
d.	Total:	60 min

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet's interest in learner needs.
- An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

7. **References:**

- A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.
- C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009 from [http://www.airs.org/files/public/Making\\_Training\\_Stick.pdf](http://www.airs.org/files/public/Making_Training_Stick.pdf)
- C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- Tiger comic slide,
- Learning pyramid handouts,
- Developmental periods confirmation strips,
- Learning styles information sheets,
- Learning styles surveys,
- Instructions to make a jumping frog,
- Instructions to make a triangle box,
- Schoolies comic strip,



- j. Instructor tips for learning styles worksheets,
- k. Instructor tips for learning styles answer key,
- l. Activities in Developmental Periods worksheets, and
- m. Activities in Developmental Periods answer key.
- n. Markers,
- o. Pens / pencils,
- p. Letter size paper,
- q. Square sized sticky notes (eg, size 3 inches by 3 inches),
- r. Sticky notes—4 inches by 6 inches, and
- s. Stopwatch.

9. **Learning Aids:**

- a. Learning pyramid handouts,
- b. Learning styles information sheets,
- c. Learning styles surveys,
- d. Instructor tips for learning styles worksheets,
- e. Activities in Developmental Periods worksheets, and
- f. Letter size paper,
- g. Square sized sticky notes (eg, size 3 inches by 3 inches), and
- h. Sticky notes—4 inches by 6 inches.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.

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**EO M409.04**

1. **Performance:** Explain Assessment
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 explain assessment, to include:
  - a. types of assessment, and
  - b. assessment instructions and instruments.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain types of assessment, to include: <ol style="list-style-type: none"> <li>a. assessment of learning, and</li> <li>b. assessment for learning.</li> </ol>	Interactive Lecture	10 min	A0-124 (p. 3-1, p. 3-2)  C0-376 (pp. 21–28)
TP2	Describe assessment instructions and instruments.	Interactive Lecture	15 min	A0-124 (p. 3-3, p. 3-4, pp. 3B-1 to 3B-3, pp. 3B1-4 to 3B1-12)

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 as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.
7. **References:**
  - a. A0-124 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.
  - b. C0-376 ISBN 0-7619-4626-8 Guskey, T., & Marzano, R. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

8. **Training Aids:**
  - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
  - b. Assessment handouts.
9. **Learning Aids:** Assessment handouts.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.
11. **Remarks:** Nil.

**EO M409.05**

1. **Performance:** Instruct a 30-Minute Lesson
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 shall instruct a 30-minute lesson by:
  - a. preparing the lesson;
  - b. introducing the lesson;
  - c. presenting the content of the lesson;
  - d. confirming the knowledge / skills learned during the lesson; and
  - e. concluding the lesson.
4. **Teaching Points:** Have the cadets instruct a 30-minute lesson by:
  - a. preparing the lesson;
  - b. introducing the lesson;
  - c. presenting the content of the lesson;
  - d. confirming the knowledge / skills learned during the lesson; and
  - e. concluding the lesson.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References:** Nil.
8. **Training Aids:** Instructional Techniques Assessment Form.

9. **Learning Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. Instructional Techniques Assessment Form.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:**

- a. There is no instructional guide for this EO.
- b. Additional instructions regarding the conduct and assessment of this EO are located in Chapter 3, Annex B, 409 PC.
- c. The cadets shall instruct Phase One or Phase Two cadets during a regular training session.
- d. The course officer shall communicate with the training officer to:
  - (1) place the Phase Four cadets into the instructor schedule;
  - (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
    - (a) a lesson specification, and
    - (b) an instructional guide; and
  - (3) adjust the period allocation for this EO if all three periods are not required for each Phase Four cadet to instruct a 30-minute lesson.
- e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson), should the course officer deem it necessary.
- f. Additional time for this EO is available in EO C409.02 (Instruct a 30-Minute Lesson).

**EO C409.01**

1. **Performance:** Plan a Lesson
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 shall:
  - a. research lesson content; and
  - b. develop a lesson plan.
4. **Teaching Points:** Supervise and provide assistance while the cadets plan a lesson.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Practical Activity:	50 min
c. Total:	60 min
6. **Substantiation:** A practical activity was chosen to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M409.05 (Instruct a 30-Minute Lesson).
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:**
  - a. A lesson specification, and
  - b. An instructional guide.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. This EO may be used as time to plan for EO M409.05 (Instruct a 30-Minute Lesson).
  - b. This EO should be scheduled at least one week prior to EO M409.05 (Instruct a 30-Minute Lesson).
  - c. There is no instructional guide for this EO.

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**EO C409.02**

1. **Performance:** Instruct a 30-Minute Lesson
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 shall instruct a 30-minute lesson by:
  - a. preparing the lesson;
  - b. introducing the lesson;
  - c. presenting the content of the lesson;
  - d. confirming the knowledge / skills learned during the lesson; and
  - e. concluding the lesson.
4. **Teaching Points:** Have the cadets instruct a 30-minute lesson by:
  - a. preparing the lesson;
  - b. introducing the lesson;
  - c. presenting the content of the lesson;
  - d. confirming the knowledge / skills learned during the lesson; and
  - e. concluding the lesson.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References:** Nil.
8. **Training Aids:** Instructional Techniques Assessment Form.

9. **Learning Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. Instructional Techniques Assessment Form.

10. **Test Details:** Nil.

11. **Remarks:**

- a. There is no instructional guide for this EO.
- b. This EO may serve as additional time to complete EO M409.05 (Instruct a 30-Minute Lesson) or as additional time for the cadets to practice instruction.
- c. The cadets shall instruct Phase One or Phase Two cadets on a regular training session.
- d. The course officer shall communicate with the training officer to:
  - (1) place the Phase Four cadets into the instructor schedule;
  - (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
    - (a) a lesson specification, and
    - (b) an instructional guide; and
  - (3) the period allocation for this EO may be shortened if all three periods are not required for each Phase Four cadet to instruct a 30-minute lesson.
- e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson).

**EO C409.03**

1. **Performance:** Act as an Assistant Instructor
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 act as an assistant instructor, to include:
  - a. preparing training aids as required;
  - b. helping instruct the lesson;
  - c. supervising the cadets;
  - d. providing assistance as required; and
  - e. securing training aids as required.
4. **Teaching Points:** Have the cadets act as assistant instructors in on-the-job training (OJT), to include:
  - a. preparing training aids as required;
  - b. helping instruct the lesson;
  - c. supervising the cadets;
  - d. providing assistance as required; and
  - e. securing training aids as required.
5. **Time:**

OJT: 90 min
6. **Substantiation:** OJT was chosen for this lesson as it allows the cadet to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
10. **Test Details:** Nil.

11. **Remarks:**

- a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor on a regular training session.
- b. A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.
- c. During this EO, the instructor shall:
  - (1) brief the cadet prior to commencing the lesson;
  - (2) assign the cadet tasks IAW Paragraph 3;
  - (3) monitor the cadet; and
  - (4) debrief the cadet at the end of the lesson.

**EO C409.04**

1. **Performance:** Participate in a Creative Lesson-Planning Workshop
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 participate in a creative lesson-planning workshop.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will define creativity.	In-Class Activity	15 min	C0-387 C0-389 C0-395
TP2	Have the cadets participate in activities that celebrate and encourage creativity.	In-Class Activity	10 min	C0-375
TP3	Conduct an activity where the cadets will identify the benefits of a creative lesson.	In-Class Activity	15 min	C0-381 C0-383
TP4	Conduct an activity where the cadets will identify the stages of the creative process.	In-Class Activity	20 min	C0-377 C0-388
TP5	Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.	In-Class Activity	20 min	C0-375 (p. 10.15) C0-385 C0-386

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 80 min
  - c. Total: 90 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

7. **References:**

- a. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- b. C0-377 Canadian Yachting Association. (2002). *Level 2 technical coach manual*. Kingston, ON: Canadian Yachting Association.
- c. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from [http://www.education-world.com/a\\_curr/columnists/mcdonald/mcdonald007.shtml](http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml)
- d. C0-383 Bell, A. (2007). *Creating a learning centered environment–Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
- e. C0-385 Exalted Living. (2009). *Creativity on demand*. Retrieved March 3, 2009, from <http://www.exaltedliving.com/creativity.htm>
- f. C0-386 International Forum of Educational Technology & Society. (2006). *Integrating creativity into online university courses*. Retrieved February 11, 2009, from [http://ifets.ieee.org/discussions/discuss\\_september2006.html](http://ifets.ieee.org/discussions/discuss_september2006.html)
- g. C0-387 Beals, G. (1998). *Thomas Edison "Quotes"*. Retrieved March 9, 2009, from <http://www.thomasedison.com/index.html>
- h. C0-388 Schoenherr, N. (2007). *Being more creative in everyday life is simple, says author of 'Group Genius'*. Retrieved March 10, 2009, from <http://news-innfo.wustl.edu/tips/page/normal/9421.html>
- i. C0-389 Soria, R. (2009). *How to think like a genius*. Retrieved March 09, 2009, from <http://www.creativity-portal.com/howto/a/davinci/genius.html>
- j. C0-395 MindTools. (2009). *Approaches to creativity*. Retrieved March 16, 2009, from [http://www.mindtools.com/pages/article/newCT\\_00.htm](http://www.mindtools.com/pages/article/newCT_00.htm)

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Mixer worksheets,
- c. Mixer worksheet Answer Key,
- d. Picture This worksheets,
- e. Cliché Stretching worksheets,
- f. Celebrate Success handouts,
- g. The Benefits of Creative Lessons worksheets,
- h. The Benefits of Creative Lessons Answer Key,
- i. The Benefits of Creative Lessons phrase strips,
- j. The Creative Process handouts,
- k. Forced Analogy worksheets,
- l. Forced Analogy Answer Key,

- m. Empty match boxes,
- n. Ways to Incorporate Creativity handouts,
- o. Flip chart paper,
- p. Markers, and
- q. CD player.

9. **Learning Aids:**

- a. Mixer worksheets,
- b. Picture This worksheets,
- c. Cliché Stretching worksheets,
- d. Celebrate Success handouts,
- e. The Benefits of Creative Lessons worksheets,
- f. The Creative Process handouts,
- g. Forced Analogy worksheets,
- h. Empty match boxes,
- i. Ways to Incorporate Creativity handouts,
- j. Flip chart paper, and
- k. Markers.

10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO should be scheduled as one training session.
- b. This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

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**EO C409.05**

1. **Performance:** Act as an Assistant Drill Instructor
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet shall act as an assistant drill instructor, to include:
  - a. preparing training aids as required;
  - b. helping instruct the lesson;
  - c. supervising the cadets;
  - d. providing assistance as required; and
  - e. securing training aids as required.
4. **Teaching Points:** Have the cadets act as assistant drill instructors in on-the-job training (OJT), to include:
  - a. preparing training aids as required;
  - b. helping instruct the lesson;
  - c. supervising the cadets;
  - d. providing assistance as required; and
  - e. securing training aids as required
5. **Time:**

OJT: 90 min
6. **Substantiation:** OJT was chosen for this lesson as it allows the cadet to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
10. **Test Details:** Nil.

11. **Remarks:**

- a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor on a regular training session.
- b. A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.
- c. During this EO, the instructor shall:
  - (1) brief the cadet prior to commencing the lesson;
  - (2) assign the cadet tasks IAW Paragraph 3;
  - (3) monitor the cadet; and
  - (4) debrief the cadet at the end of the lesson.

**EO C409.06**

1. **Performance:** Instruct a 30-Minute Drill Lesson
2. **Conditions:**
  - a. Given:
    - (1) A lesson specification,
    - (2) An instructional guide, and
    - (3) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-PD-201-000/PT-001, *Canadian Forces Manual of Drill and Ceremonial*, the cadet shall instruct a 30-minute drill lesson by:
  - a. preparing the lesson,
  - b. introducing the lesson;
  - c. presenting the content of the lesson
  - d. applying the drill instruction sequence;
  - e. confirming the skills learning during the lesson;
  - f. concluding the lesson.
4. **Teaching Points:** Supervise while the cadets instruct a 30-minute drill lesson.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Drill Instructional Techniques Assessment Form.
9. **Learning Aids:** Drill Instructional Techniques Assessment Form.
10. **Test Details:** Nil.

11. **Remarks:**

- a. This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).
- b. The cadets shall instruct Phase One or Phase Two cadets on a regular training session.
- c. The course officer shall communicate with the training officer to:
  - (1) place the Phase Four cadets into the instructor schedule; and
  - (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
    - (a) a lesson specification, and
    - (b) an instructional guide.
- d. Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.
- e. Adjust the period allocation for this EO if all three periods are not required for each Phase Four cadet to instruct a 30-minute drill lesson.

**PO 420**

1. **Performance:** Describe Aspects of the Canadian Navy 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 Navy and maritime community, to include:
  - a. civilian maritime agencies, and
  - b. current naval operations.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. Complementary material associated with this PO is designed to enhance the cadet's knowledge of the Canadian Navy and maritime community through a number of activities:
    - (1) EO C420.01 (Describe Civilian Maritime Agencies and Institutions),
    - (2) EO C420.02 (Describe Fisheries and Oceans Canada),
    - (3) EO C420.03 (Participate in a Discussion / Presentation on D-Day Commemorations), and
    - (4) EO C420.04 (Participate in a Presentation Given by a Guest Speaker From a Civilian Maritime Agency).
  - b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically:
    - (1) EO C320.01 (Participate in a Discussion / Presentation on a Naval Commemorative Event),
    - (2) EO C320.02 (Describe the Women's Royal Canadian Naval Services [WRCNS]),
    - (3) EO C320.03 (Describe Canadian Naval Aviation),
    - (4) EO C220.01 (Recognize the Role of the Merchant Navy),
    - (5) EO C220.02 (Recognize Canada's Role in the Battle of the Atlantic),
    - (6) EO C220.03 (Recognize World War II [WW II] Naval Activities),
    - (7) EO C120.01 (Explore Canadian Naval Websites),
    - (8) EO C120.02 (Identify Types of Civilian Vessels), and
    - (9) EO C120.03 (Explore Canadian Naval History).
  - c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.

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**EO M420.01**

1. **Performance:** Describe Current Naval Operations
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 describe:
  - a. current international naval operations, and
  - b. Arctic sovereignty.
4. **Teaching Points:** Conduct an in-class activity where the cadets will describe current naval operations, to include:
  - a. domestic,
  - b. international, and
  - c. Arctic sovereignty.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in current naval operations.
7. **References:**
  - a. A1-044 Department of National Defence. (2006). *Joint and integrated CF operation in Canada's eastern Arctic*. Retrieved February 12, 2008, from [http://www.dnd.ca/site/newsroom/view\\_news\\_e.asp?id=2023](http://www.dnd.ca/site/newsroom/view_news_e.asp?id=2023)
  - b. A1-045 Department of National Defence. (2007). *Canadian Forces complete largest northern operation*. Retrieved February 12, 2008, from [http://www.mdn.ca/site/newsroom/view\\_news\\_e.asp?id=2422](http://www.mdn.ca/site/newsroom/view_news_e.asp?id=2422)
  - c. A1-070 Huebert, Rob. *Canadian Arctic maritime security: The return to Canada's third ocean*. Retrieved April 5, 2009, from <http://www.journal.forces.gc.ca/vo8/no2/huebert-eng.asp>
  - d. A1-071 National Defence. (2004). *Canadian security and defence: The maritime dimension*. Retrieved March 25, 2009, from <http://www.journal.forces.gc.ca/vo5no3/policy-police-01-eng.asp>
  - e. A1-072 National Defence. (2008). *CDS visits HMCS Ville de Quebec*. Retrieved March 24, 2009, from [http://www.navy.forces.gc.ca/villedequébec/2/2-s\\_eng.asp](http://www.navy.forces.gc.ca/villedequébec/2/2-s_eng.asp)

- f. A1-073 National Defence. (2008). *Canadian frigate extends support for the WFP humanitarian operation*. Retrieved March 24, 2009, from <http://www.comfec-cefcom.forces.gc.ca/pa-ap/nr-sp/doc-eng.asp?id=2783>
- g. A1-074 Canadian Forces College. (2006). *Canada's Arctic maritime security: Concrete actions or smoke and mirrors*. Retrieved March 6, 2009, from <http://wps.cfc.forces.gc.ca/papers/csc/csc32/exnh/devillers.doc>
- h. A1-075 National Defence. (2009). *HMCS FREDERICTON supports RCMP in drug seizure*. Retrieved April 6, 2009, from [http://www.navy.forces.gc.ca/Fredericton/2/2-s\\_eng.asp?category=147&title=3889](http://www.navy.forces.gc.ca/Fredericton/2/2-s_eng.asp?category=147&title=3889)
- i. A1-076 National Defence. (2009). *Operation SEXTANT*. Retrieved March 25, 2009, from <http://www.comfec-cefcom.forces.gc.ca/pa-ap/ops/sextant/index-eng.asp>
- j. A1-077 National Defence. (2009). *Operation ALTAIR*. Retrieved March 25, 2009, from <http://www.comfec-cefcom.forces.gc.ca/pa-ap/ops/altair/index-eng.asp>
- k. C1-135 Canadian American Strategic Review. (2007). *Armed naval icebreakers—The Arctic / offshore patrol ships*. Retrieved February 12, 2008, from <http://www.sfu.ca/casr/doc/dnd-icebreaker.htm>
- l. C1-136 Canadian American Strategic Review. (2007). *Canada announces deepwater port at Nanisivik on Baffin Island & army base at Resolute—Key points on North West Passage*. Retrieved February 12, 2008, from <http://www.sfu.ca/casr/id-arctic-empires-2.htm>
- m. C1-196 CBC.Manitoba. *Arctic could be ice-free in summer in 15 years: Conference*. Retrieved April 4, 2009, from [http://www.cbc.ca/manitoba/story/mb\\_arctic-ice-20060215.html](http://www.cbc.ca/manitoba/story/mb_arctic-ice-20060215.html)
- n. C1-197 Huebert, R. (2003). *Northern interests and Canadian foreign policy: Paper prepared for Canadian Defence and Foreign Affairs Institute, 2003*. Retrieved April 4, 2009, from <http://www.cdfai.org/PDF/Northern%20Interests%20and%20Canadian%20Foreign%20Policy.pdf>
- o. C1-199 Reuters. (March 27, 2009). *Russia to boost Arctic troops to defend resources*. Retrieved March 30, 2009, from <http://www.reuters.com/article/environmentNews/iDUSTRE52P5NS20090327>
- p. C1-200 Huffington Post. (March 27, 2009). *Russia to create Arctic military force*. Retrieved March 30, 2009 from <http://www.huffingtonpost.com/huff-wires/20090327/eu-russia-arctic-claim/>
- q. C1-201 CTV. (April 5, 2009). *HMCS Winnipeg thwarts Arabian Sea pirate attack*. Retrieved April 6, 2009, from [http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20090405/pirate\\_attack\\_090405/20090405?hub=TopStories](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20090405/pirate_attack_090405/20090405?hub=TopStories)
- r. C1-202 British Broadcasting Corporation. (2009). *Somali pirates free arms ship*. Retrieved April 6, 2009, from <http://news.bbc.co.uk/2/hi/Africa/7871510.stm>
- s. C1-203 Council on Foreign Relations. (2009). *Combating maritime piracy*. Retrieved March 25, 2009, from <http://www.cfr.org/publication/18376/>
- t. C1-204 United States Navy. (2009). *Deterring piracy at sea*. Retrieved March 25, 2009, from <http://www.navy.mil/search/display.asp?story.id=41854>



- u. C1-205 CTV. (2009). *RCMP seize 22.5 tonnes of hashish in sting*. Retrieved April 6, 2009, from [http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20060605/rcmp\\_hashsting\\_060605/20060605?hub=CTVNewsAt11](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20060605/rcmp_hashsting_060605/20060605?hub=CTVNewsAt11)
  - v. C1-206 New York Times. (2009). *U.S. Captain is hostage of pirates; navy ship arrives*. Retrieved April 6, 2009, from <http://www.nytimes.com/2009/04/09/world/Africa/09pirates.html?ref=global-home>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:**
- a. Naval operations information sheets,
  - b. Flip chart paper,
  - c. Coloured markers, and
  - d. Pens / pencils.
10. **Test Details:** Nil.
11. **Remarks:** The instructor shall research current naval operations and update this lesson as required.

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**EO M420.02**

1. **Performance:** Describe the Modernization of the Canadian Navy
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 describe:
  - a. Canadian naval procurement plans, and
  - b. modernization of the Canadian naval fleet.
4. **Teaching Points:** Conduct an in-class activity where the cadets will describe:

TP	Description	Method	Time	Refs
TP1	Describe the modernization of the Canadian Navy.	In-Class Activity	20 min	A1-065 A1-078 A1-079 A1-080 A1-081 A1-082 C1-184 C1-185 C1-198 C1-208 C1-209 C1-210
TP2	Identify future requirements of the Canadian Navy.	Interactive Lecture	5 min	A1-082 C1-207 C1-211 C1-212

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min  |
| b. In-Class Activity:         | 20 min |
| c. Interactive Lecture:       | 5 min  |
| d. Total:                     | 30 min |

6. **Substantiation:**

- An in-class activity was chosen for this TP 1 as it is an interactive way to provoke thought and stimulate an interest in the modernization of the Canadian Navy.
- In interactive lecture was chosen for TP 2 as it provokes thought and stimulates the cadet's interest in the future requirements of the Canadian Navy.

7. **References:**

- A1-065 Department of National Defence. (2008). *Modernized Halifax class*. Retrieved January 27, 2009, from <http://www.forces.gc.ca/admmat-smamat/hcmfelex-mchpdvdf/Halifax-eng.asp>
- A1-078 Department of National Defence. (2009). *The future: The navy Canada needs*. Retrieved February 2, 2009, from [http://www.forces.gc.ca/cms/10/10-a\\_eng?id=285](http://www.forces.gc.ca/cms/10/10-a_eng?id=285)
- A1-079 Department of National Defence. (2009). *Joint support ship: Information and brochure*. Retrieved February 2, 2009, from [http://www.forces.gc.ca/cms/10/10-a\\_eng?id=463](http://www.forces.gc.ca/cms/10/10-a_eng?id=463)
- A1-080 Department of National Defence. (2007). *CH-148 cyclone: background information*. Retrieved April 21, 2009, from [http://www.airforce.forces.gc.ca/site/equip/ch148/background\\_e.asp](http://www.airforce.forces.gc.ca/site/equip/ch148/background_e.asp)
- A1-081 Department of National Defence. (2007). *Arctic / offshore patrol ships*. Retrieved April 18, 2009, from <http://www.forces.gc.ca/site/news-nouvelles/view-news-afficher-nouvelles-eng?id=2370>
- A1-082 National Defence. (2009). *The future: Submarines: An indispensable asset*. Retrieved March 2, 2009, from [http://www.forces.gc.ca/cms/10/10-a\\_eng.asp?category=24&id=290](http://www.forces.gc.ca/cms/10/10-a_eng.asp?category=24&id=290)
- C1-184 Public Works and Government Services Canada. (2008). *Halifax class frigates modernization*. Retrieved January 27, 2009, from <http://www.tpsgc-pwgsc.gc.ca/bulletin/fa-db/2008/2008-01/2008-01-002-eng.html>
- C1-185 Yahoo Finance. (2009). *L-3 awarded \$61 million contract for Canadian Halifax class frigate upgrade*. Retrieved January 27, 2009, from <http://biz.yahoo.com/bw/090108/20090108005758.html?.v=1>
- C1-198 Cdnmilitary. (2008). *Joint support ship terminated*. Retrieved February 8, 2009, from <http://www.cdnmilitary.ca/index.php?p=65>
- C1-207 Cdnmilitary. (2008). *One Victoria class submarine until 2009*. Retrieved February 8, 2009, from <http://www.cdnmilitary.ca/index.php?p=57>
- C1-208 Cdnmilitary. (2008). *The frigate life extension programme*. Retrieved February 8, 2009, from <http://www.cdnmilitary.ca/index.php?p=22>

- l. C1-209 Canadian American Strategic Review. (2007). *Armed naval icebreakers - DND / CF news release - 10 July 2007*. Retrieved January 27, 2009, from <http://www.casr.ca/doc-dnd-icebreaker.htm>
- m. C1-210 Canadian American Strategic Review. (2008). Canadian Forces maritime helicopter project - news release - December 2008. Retrieved April 20, 2009, from <http://www.casr.ca/doc-news-cyclone-amendment.htm>
- n. C1-211 Cdnmilitary. (2008). *The Canadian Navy of 2025*. Retrieved February 8, 2009, from <http://www.cdnmilitary.ca/index.php?p=16>
- o. C1-212 The Ottawa Citizen. (2008). *Cdn. Submarine fleet cut to one until late 2009, minister's note says*. Retrieved April 24, 2009, from <http://www2.canada.com/components/print.aspx?id=35ecf942-de27-4a2c-bbd3-d0393f766f01>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Modernization of the Canadian Navy Information Sheets,
- c. Modernization of the Canadian Navy Questions Sheets,
- d. Modernization of the Canadian Navy Bingo Cards,
- e. Modernization of the Canadian Navy Bingo Card Answer Key,
- f. Stopwatch, and
- g. Whistle.

9. **Learning Aids:**

- a. Modernization of the Canadian Navy Information Sheets,
- b. Modernization of the Canadian Navy Questions Sheets,
- c. Modernization of the Canadian Navy Bingo Cards,
- d. Pens / pencils, and
- e. Highlighters.

10. **Test Details:** Nil.

11. **Remarks:** The instructor shall research the modernization of the Canadian Navy and update this lesson as required.

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**EO M420.03**

1. **Performance:** Describe the Canadian Coast Guard (CCG)
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 describe the CCG, to include:
  - a. organization,
  - b. mandate,
  - c. strategic issues, and
  - d. regions.
4. **Teaching Points:** Conduct an in-class activity where the cadets will describe the CCG, to include:
  - a. organization,
  - b. mandate,
  - c. strategic issues, and
  - d. regions.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in the CCG.
7. **References:**
  - a. C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard business plan 2008 - 2011*. Retrieved February 25, 2009, from <http://www.ccg-gcc.gc.ca>
  - b. C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard strategic human resources plan 2008 - 2011*. Retrieved March 25, 2009, from [http://www.ccg-gcc.gc.ca/folios/00018/docs/ccg\\_hrplan0811-eng.pdf](http://www.ccg-gcc.gc.ca/folios/00018/docs/ccg_hrplan0811-eng.pdf)
  - c. C1-189 Fisheries and Oceans Canada. (2007). *Canadian Coast Guard, safety first, service always, business plan 2007 - 2010*. Retrieved March 25, 2009, from [http://www.ccg-gcc.gc.ca/folios/00018/docs/Business\\_Plan\\_v19-eng.pdf](http://www.ccg-gcc.gc.ca/folios/00018/docs/Business_Plan_v19-eng.pdf)

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:**
  - a. Canadian Coast Guard information sheets,
  - b. Flip chart paper,
  - c. Coloured markers, and
  - d. Pens / pencils.
10. **Test Details:** Nil.
11. **Remarks:** Nil.



**EO M420.04**

1. **Performance:** Describe Transport Canada as a Maritime Agency
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 describe Transport Canada's role in regulating marine transportation and boating safety.
4. **Teaching Points:** Conduct an in-class activity where the cadets will describe Transport Canada's role in regulating marine transportation and boating safety.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in Transport Canada as a maritime agency.
7. **References:** C1-195 Transport Canada. (2009). *About Transport Canada*. Retrieved March 26, 2009, from <http://www.tc.gc.ca/aboutus/menu.htm>
8. **Training Aids:**
  - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
  - b. Transport Canada information sheets.
9. **Learning Aids:**
  - a. Transport Canada information sheets,
  - b. Flip chart paper,
  - c. Coloured markers, and
  - d. Pens / pencils.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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**EO C420.01**

1. **Performance:** Describe Fisheries and Oceans Canada (DFO)
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 describe DFO, include:
  - a. organization,
  - b. strategic issues,
  - c. mandate, and
  - d. regions.
4. **Teaching Points:** Conduct an in-class activity where the cadets will describe DFO, to include:
  - a. organization,
  - b. strategic issues,
  - c. mandate, and
  - d. regions.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in DFO.
7. **References:**
  - a. C1-189 Fisheries and Oceans Canada. (2008). *Organizational structure*. Retrieved March 24, 2009, from <http://www.dfo-mpo.gc.ca/us-nous/organization-eng.htm>
  - b. C1-189 Fisheries and Oceans Canada. (2008). *2005-2010 Strategic plan: Our waters, our future*. Retrieved March 24, 2009, from <http://www.dfo-mpo.gc.ca/dfo-mpo/plan-eng.htm>
  - c. C1-189 Fisheries and Oceans Canada. (2008). *Regions*. Retrieved March 24, 2009, from <http://www.dfo-mpo.gc.ca/regions-eng.htm>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. Fisheries and Oceans Canada information sheets.

9. **Learning Aids:**

- a. Fisheries and Oceans Canada information sheets,
- b. Flip chart paper,
- c. Coloured markers, and
- d. Pens / pencils.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO C420.02**

1. **Performance:** Describe Civilian Maritime Agencies and Institutions
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 describe civilian maritime agencies and institutions, to include:
  - a. Canadian Power and Sail Squadrons (CPS),
  - b. Seafarers' Missions,
  - c. Marine institutions and colleges, and
  - d. Pilotage authorities.
4. **Teaching Points:** Conduct an in-class activity where the cadets will describe civilian maritime agencies and institutions, to include:
  - a. CPS,
  - b. Seafarers' Mission,
  - c. Marine institutions and colleges, and
  - d. Pilotage authorities.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. In-Class Activity:	25 min
c. Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in civilian maritime agencies and institutions.
7. **References:**
  - a. C1-214 Canadian Power and Sail Squadrons. (2009). *Canadian Power and Sail Squadrons*. Retrieved April 6, 2009, from <http://www.cps-ecp.ca/TBD>
  - b. C1-215 Government of Canada. (2009). *Atlantic Pilotage Authority*. Retrieved April 6, 2009, from <http://www.atlanticpilotage.com/main/index.htm>
  - c. C1-216 Government of Canada. (2009). *Atlantic Pilotage Authority Canada*. Retrieved April 6, 2009, from <http://www.infosource.gc.ca/inst/paa/fed00-eng.asp>
  - d. C1-216 Government of Canada. (2009). *Laurentian Pilotage Authority Canada*. Retrieved April 6, 2009, from <http://www.infosource.gc.ca/inst/pal/fed00-eng.asp>

- e. C1-216 Government of Canada. (2009). *Pacific Pilotage Authority Canada*. Retrieved April 6, 2009, from <http://www.infosource.gc.ca/inst/pap/fed00-eng.asp>
- f. C1-216 Government of Canada. (2009). *Great Lakes Pilotage Authority Canada*. Retrieved April 6, 2009, from <http://www.infosource.gc.ca/inst/pag/fec00-eng.asp>
- g. C1-217 Seafarers' International Research Center. (2007). *Reviewing seafarers' welfare at sea & ashore*. Retrieved April 20, 2009, from <http://www.sirc.cf.ac.uk/The%20Sea/186%20mar-apr%2007.pdf>
- h. C1-218 Mission to Seafarers. (2006). *Mission to seafarers history alongside world events*. Retrieved April 24, 2009, from <http://www.missiontoseafarers.org/timeline.php>
- i. C1-219 International Shipping Federation. (2009). *The international shipping industry*. Retrieved April 28, 2009, from <http://www.marisec.org/careers/shipping.htm>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Civilian Maritime Agencies and Institutions Information Sheets,
- c. Civilian Maritime Agencies and Institutions Question Sheets,
- d. Civilian Maritime Agencies and Institutions Bingo Cards,
- e. Civilian Maritime Agencies and Institutions Bingo Card Answer Key,
- f. Stopwatch, and
- g. Whistle.

9. **Learning Aids:**

- a. Civilian Maritime Agencies and Institutions Information Sheets,
- b. Civilian Maritime Agencies and Institutions Question Sheets,
- c. Civilian Maritime Agencies and Institutions Bingo Cards,
- d. Pens / pencils, and
- e. Highlighters.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO C420.03**

1. **Performance:** Describe D-Day and the Battle of Normandy
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 describe D-Day and the Battle of Normandy.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity where the cadets will describe D-Day and the Battle of Normandy.	In-Class Activity	20 min	C1-193 C1-194 C1-220
TP2	Identify international, national and provincial D-Day commemorations.	Interactive Lecture	5 min	C1-192 C1-195

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 20 min
  - c. Interactive Lecture: 5 min
  - d. Total: 30 min
6. **Substantiation:**
  - a. An in-class activity was chosen for TP 1 as it is an interactive way for the cadets to describe the importance of D-Day and the Battle of Normandy.
  - b. An interactive lecture was chosen for TP 2 as it allows the instructor to identify the importance of D-Day commemorative events and to generate interest among cadets.
7. **References:**
  - a. C1-192 Juno Beach Centre. (2004). *D-Day: June 6, 1944*. Retrieved March 30, 2009, from <http://www.junobeach.org>
  - b. C1-193 Roland, R. (2003). *D-Day Canada's role*. CBC News Online. Retrieved March 31, 2009, from <http://www.cbc.ca/news/dday/>

- c. C1-194 Department of Canadian Heritage (2003). *Democracy at war: Canadian newspapers and the second world war*. Retrieved March 31, 2009, from <http://www.warmuseum.ca>
- d. C1-220 Veterans Affairs Canada. (2004). *D-Day and the Battle of Normandy*. Retrieved March 31, 2009, from <http://www.vac-acc.gc.ca/youth/sub.cfmsource=feature/normandy04/norm-educators/>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Normandy Beach map slide,
- c. Canadian units landing at Juno Beach slide,
- d. Canada Remembers handout,
- e. D-Day and the Battle of Normandy worksheet, and
- f. D-Day and the Battle of Normandy worksheet answer key.

9. **Learning Aids:**

- a. Canada Remembers handout, and
- b. D-Day and the Battle of Normandy worksheet.

10. **Test Details:** Nil.

11. **Remarks:** A guest speaker may be brought in to conduct this lesson.



**EO C420.04**

1. **Performance:** Participate in a Presentation Given by a Guest Speaker From a Civilian Maritime Agency
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 participate in a presentation given by a guest speaker to gain awareness of the local role of a civilian maritime agency.
4. **Teaching Points:** The guest speaker is asked to present information about:
  - a. the role of the civilian maritime agency, and
  - b. their position within the civilian maritime agency.
5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	50 min
c.	Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to a civilian maritime agency.
7. **References:** Nil.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / presentation area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. Training aids should be determined by contacting the guest speaker prior to the presentation.
  - b. There is no instructional guide for this EO.

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**PO 421**

1. **Performance:** Perform Ropework
2. **Conditions:**
  - a. Given:
    - (1) Knife with lanyard,
    - (2) Construction material appropriate to the task,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet will make:
  - a. a boatswain's belt,
  - b. a round mat, or
  - c. a net hammock.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. This PO is a complementary package designed to provide an opportunity for the cadets to perform ropework, specifically:
    - (1) EO C421.01 (Make a Boatswain's Belt),
    - (2) EO C421.02 (Make a Round Mat), or
    - (3) EO C421.03 (Make a Net Hammock).
  - b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Four, specifically:
    - (1) EO C321.02 (Rig a Standing Derrick),
    - (2) EO C321.03 (Rig a Gyn),
    - (3) EO C321.04 (Make a Monkey's Fist), and
    - (4) EO C321.05 (Make a Turk's Head).
  - c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.

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**EO C421.01**

1. **Performance:** Make a Boatswain's Belt
2. **Conditions:**
  - a. Given:
    - (1) Line,
    - (2) Clips,
    - (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 make a boatswain's belt.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the use of a boatswain's belt.	Interactive Lecture	5 min	
TP2	Demonstrate and have the cadets make a Portuguese Sennit.	Demonstration and Performance	15 min	C1-158 (p. 400)
TP3	Demonstrate and have the cadets make a boatswain's belt.	Demonstration and Performance	60 min	

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Interactive Lecture: 5 min
  - c. Demonstration and Performance: 75 min
  - d. Total: 90 min
6. **Substantiation:**
  - a. An interactive lecture was chosen for TP 1 as it provides the instructor the opportunity to explain the use of a boatswain's belt prior to making one.
  - b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate making a boatswain's belt using a Portuguese Sennit while providing an opportunity for the cadets to practice this skill under supervision.
7. **References:** C1-158 ISBN 0-385-04025-3 Ashley, C. (1993). *The Ashley book of knots*. New York, NY: Doubleday.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Completed boatswain's belt,
- c. Line,
- d. Elastics, and
- e. Clips.

9. **Learning Aids:**

- a. Boatswain's belt planning sheet,
- b. Line,
- c. Elastics, and
- d. Clips.

10. **Test Details:** Nil.

11. **Remarks:**

- a. On most belts, Inglefield clips are used, however, any type of clip can be substituted.
- b. The cadets may be required to complete the boatswain's belt on their own time.

**EO C421.02**

1. **Performance:** Make a Round Mat

2. **Conditions:**

a. Given:

- (1) 4-mm (3/16-inch) diameter braided line,
- (2) Corkboard,
- (3) Straight pins,
- (4) Glue,
- (5) Round mat pattern,
- (6) Supervision, and
- (7) Assistance as required.

b. Denied: Nil.

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

3. **Standard:** The cadet shall make a round mat.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the set-up of a knot-weaving board.	Interactive Lecture	10 min	C1-102 (pp. 3–5)
TP2	Demonstrate and have the cadets make a round mat.	Demonstration and Performance	70 min	C1-064 (p. 226) C1-102 (p. 11)

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Interactive Lecture:           | 10 min |
| c. Demonstration and Performance: | 70 min |
| d. Total:                         | 90 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to introduce the use of a knot-weaving board for making a round mat.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a round mat while providing an opportunity for the cadets to practice this skill under supervision.

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 David Fukuhara. (2002). *Fancy knotting: An introduction*. Vancouver, BC: David Fukuhara.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. 10 m of 4-mm (3/16-inch) diameter braided line,
- c. Corkboard,
- d. Straight pins,
- e. Cutting tool,
- f. Glue, and
- g. Round mat pattern.

9. **Learning Aids:**

- a. 10 m of 4-mm (3/16-inch) diameter braided line,
- b. Corkboard,
- c. Straight pins,
- d. Glue, and
- e. Round mat pattern.

10. **Test Details:** Nil.

11. **Remarks:** If time and resources permit, the instructor can be creative and demonstrate other methods of making the round mat.



**EO C421.03**

1. **Performance:** Make a Net Hammock
2. **Conditions:**
  - a. Given:
    - (1) Rings,
    - (2) Line,
    - (3) Netting,
    - (4) Cutting tool,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall make a net hammock.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets make two hammock harnesses.	Demonstration and Performance	30 min	C1-186
TP2	Explain, demonstrate and have the cadets prepare hammock materials, to include; <ol style="list-style-type: none"> <li>a. cutting netting to size;</li> <li>b. attaching side chains to the net;</li> <li>c. attaching harnesses to body of hammock;</li> <li>d. trimming ends; and</li> <li>e. hanging the hammock.</li> </ol>	Demonstration and Performance	50 min	C1-186

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Demonstration and Performance: 80 min
  - c. Total: 90 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making a hammock while providing an opportunity for the cadets to practice these skills under supervision.
7. **References:** C1-186 Earth Guild: A Netshops Company. (1998). *How to make your own hammock*. Retrieved February 16, 2009, from <http://www.hammocks.com/howtomakeyourownhammockarticle.cfm>

8. **Training Aids:**
  - a. Rings,
  - b. Line,
  - c. Netting, and
  - d. Cutting tool.
9. **Learning Aids:**
  - a. Rings,
  - b. Line,
  - c. Netting, and
  - d. Cutting tool.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

**PO 422**

1. **Performance:** Describe the Required Responses to Changing States of Weather While Operating a Small Craft
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 the required responses to changing states of weather while operating a small craft.
4. **Remarks:** The cadets must have completed PO 322 (Attain a Pleasure Craft Operator Competency Card) prior to participating in this PO.
5. **Complementary Material:**
  - a. This PO is a complementary package designed to provide an opportunity for the cadets to continue to develop knowledge and skills related to the safe operation of a small craft.
  - b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically PO 322 (Attain a Pleasure Craft Operator Competency Card).
  - c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.

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**EO C422.01**

1. **Performance:** Describe the Required Responses to Changing States of Weather While Operating a Small Craft
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 describe the required responses to changing states of weather while operating a small craft.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will identify sources of local weather information, to include: <ol style="list-style-type: none"> <li>a. recommended sources, to include:               <ol style="list-style-type: none"> <li>(1) marine Very High Frequency (VHF) radio,</li> <li>(2) weather radio,</li> <li>(3) Environment Canada,</li> <li>(4) Internet, and</li> <li>(5) personal observation; and</li> </ol> </li> <li>b. additional sources, to include:               <ol style="list-style-type: none"> <li>(1) local radio station,</li> <li>(2) local television station, and</li> <li>(3) local newspaper.</li> </ol> </li> </ol>	In-Class Activity	10 min	C1-007 (p. 98)  C1-098 (p. 68)
TP2	Explain weather factors, to include: <ol style="list-style-type: none"> <li>a. gradient winds,</li> <li>b. thermal winds, and</li> <li>c. interpreting local weather.</li> </ol>	Interactive Lecture	25 min	C1-106 (pp. 13–24)  C1-160 (pp. 77–83)
TP3	Discuss indicators of changing states of weather and the required responses.	Group Discussion	15 min	C1-160 (pp. 77–83)

5. **Time:**

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

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way for the cadets to identify sources of local weather information.
- b. An interactive lecture was chosen for TP 2 to introduce the cadets to gradient winds, thermal winds interpreting local weather.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings interpreting changing states of weather and the required responses.

7. **References:**

- a. C1-007 ISBN 0-920232-17-5 / A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic sailing skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-098 Office of Boating Safety. (2006). *Safe boating guide*. Ottawa, ON: Her Majesty the Queen of Right in Canada, as represented by Transport Canada.
- c. C1-106 ISBN 0-920232-19-1 / A-CR-CCP-013/PT-001 Donaldson, S. (1992). *Advanced sailing skills*. Gloucester, ON: Canadian Yachting Association.
- d. C1-160 ISBN 0-920232-15-9 Neff, D. (1990). *Basic power boating skills*. Gloucester, ON: Canadian Yachting Association.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Sources of local weather information, and
- c. Bag or container.

9. **Learning Aids:**

- a. Sources of local weather information, and
- b. Types of clouds handout.

10. **Test Details:** Nil.

11. **Remarks:** The cadets must have completed PO 322 (Attain a Pleasure Craft Operator Competency Card) prior to participating in this EO.

**PO 423**

1. **Performance:** Locate a Position on a Chart
2. **Conditions:**
  - a. Given:
    - (1) Chart,
    - (2) Navigational instruments,
    - (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 will:
  - a. identify aspects of a chart;
  - b. use navigation instruments;
  - c. describe latitude and longitude; and
  - d. locate a position on a chart.
4. **Remarks:** Nil.
5. **Complementary Material:**
  - a. Complementary material associated with PO 423 is designed to enhance the cadet's knowledge of ship's operations through a number of activities:
    - (1) C423.01 (Plot a Position Using a Three-Bearing Fix), and
    - (2) C423.02 (Plot a Position Using a Horizontal Angle Fix).
  - b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically:
    - (1) EO C323.01 (Communicate Using Flags and Pennants),
    - (2) EO C323.02 (Pipe Wakey Wakey),
    - (3) EO C323.03 (Pipe Hands to Dinner),
    - (4) EO C223.01 (Define Naval Terminology),
    - (5) EO C223.02 (Pipe the Side),
    - (6) EO C123.01 (Read the 24-Hour Clock),
    - (7) EO C123.02 (Recite the Phonetic Alphabet), and
    - (8) EO C123.03 (Participate in a Semaphore Exercise).
  - c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.

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**EO M423.01**

1. **Performance:** Identify Aspects of a Chart
2. **Conditions:**
  - a. Given:
    - (1) Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.
3. **Standard:** The cadet shall:
  - a. explain chart maintenance; and
  - b. identify the title block and other information, to include:
    - (1) chart title,
    - (2) projection,
    - (3) scale of the chart,
    - (4) depth measurement,
    - (5) elevation measurement,
    - (6) sources,
    - (7) cautionary notes,
    - (8) chart number,
    - (9) chart edition,
    - (10) correction dates,
    - (11) important information and warnings,
    - (12) adjoining charts,
    - (13) large scale chart numbers,
    - (14) tidal diamonds,
    - (15) inserts / continuations,
    - (16) distance scales, and
    - (17) compass rose.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe how to care for and maintain a chart.	Interactive Lecture	10 min	
TP2	Describe and have the cadets find: a. chart title block information, to include: (1) chart title, (2) projection, (3) scale of the chart, (4) depth measurement, (5) elevation measurement, (6) sources, and (7) cautionary notes, and b. other information found on a chart, to include: (1) chart number, (2) chart edition, (3) correction dates, (4) important information and warnings, (5) adjoining charts, (6) large scale chart numbers, (7) tidal diamonds, (8) inserts / continuations, (9) distance scales, and (10) compass rose.	Interactive Lecture	40 min	C1-165 (pp. 9–19)

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Interactive Lecture:       | 50 min |
| c. | Total:                     | 60 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to information found on marine charts and generate interest in small craft navigation.

7. **References:** C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*.

9. **Learning Aids:** Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets).
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.
11. **Remarks:** Nil.

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**EO M423.02**

1. **Performance:** Use Navigation Instruments
2. **Conditions:**
  - a. Given:
    - (1) Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
    - (2) Navigation instruments,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.
3. **Standard:** The cadet shall use navigation instruments, to include:
  - a. pencil,
  - b. eraser,
  - c. parallel ruler,
  - d. dividers,
  - e. drafting compass, and
  - f. speed-time-distance calculator.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Demonstrate and have the cadets practice using the following navigation instruments: <ol style="list-style-type: none"> <li>a. pencil,</li> <li>b. eraser,</li> <li>c. parallel ruler,</li> <li>d. dividers,</li> <li>e. drafting compass, and</li> <li>f. speed-time-distance calculator.</li> </ol>	Demonstration and Performance	50 min	C1-163 (pp. 61–64)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Demonstration and Performance: 50 min
  - c. Total: 60 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skills the cadets are expected to acquire while providing an opportunity for the cadets to practice the skills under supervision.

7. **References:** C1-163 ISBN 0-07-137226-1 Brogdon, B. (1995). *Boat navigation for the rest of us* (2nd ed.). Camden, ME: International Marine.
8. **Training Aids:**
  - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
  - b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
  - c. Navigation instruments.
9. **Learning Aids:**
  - a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
  - b. Navigation instruments (one set per two cadets),
  - c. Distances worksheet, and
  - d. Plotting exercises.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.
11. **Remarks:** Nil.

**EO M423.03**

1. **Performance:** Describe Latitude and Longitude
2. **Conditions:**
  - a. Given:
    - (1) Chart 3441 *Haro Strait, BoundaryPass and / et Satellite Channel*,
    - (2) Navigation instruments,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.
3. **Standard:** The cadet shall:
  - a. describe latitude and longitude; and
  - b. measure distances on a chart.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe latitude and longitude.	Interactive Lecture	20 min	C1-165 (pp. 2–3)
TP2	Conduct an activity where the cadets will: <ol style="list-style-type: none"> <li>a. determine the latitude and longitude of a given point; and</li> <li>b. plot position on a chart using a given latitude and longitude.</li> </ol>	Practical Activity	50 min	C1-165 (pp. 85–89)
TP3	Explain, demonstrate and have the cadets measure distances on a chart.	Demonstration and Performance	40 min	C1-165 (pp. 103–106)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Interactive Lecture: 20 min
  - c. Practical Activity: 50 min
  - d. Demonstration and Performance: 40 min
  - e. Total: 120 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to introduce latitude and longitude to the cadets.
- b. A practical activity was chosen for TP 2 as it is an interactive way to allow cadets to determine the latitude and longitude of given points and locate positions on a chart using different methods. This activity contributes to the development of navigation skills in a fun and challenging way.
- c. A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate measuring distances on a chart while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:** C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
- c. Navigation instruments.

9. **Learning Aids:**

- a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
- b. Navigation instruments (one set per two cadets),
- c. Distances worksheet, and
- d. Plotting exercises.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.

11. **Remarks:** Nil.



**EO M423.04**

1. **Performance:** Plot a Fix
2. **Conditions:**
  - a. Given:
    - (1) Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
    - (2) Navigation instruments,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.
3. **Standard:** The cadet shall plot a fix using:
  - a. line of position fix,
  - b. navigational track, and
  - c. dead reckoning.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets plot a position on a chart using a line of position fix.	Demonstration and Performance	10 min	C1-164 (pp. 207–208, pp. 224–229)
TP2	Explain, demonstrate and have the cadets plot a navigational track on a chart.	Demonstration and Performance	10 min	C1-165 (p. 211)
TP3	Explain, demonstrate and have the cadets plot a dead reckoning position on a chart.	Demonstration and Performance	10 min	C1-170 (pp. 91–101)
TP4	Conduct an activity where the cadets will plot a fix by using: <ol style="list-style-type: none"> <li>a. line of position fix,</li> <li>b. navigational track, and</li> <li>c. dead reckoning.</li> </ol>	Practical Activity	20 min	C1-164 (pp. 207–208, pp. 224–229) C1-165 (p. 211) C1-170 (pp. 91–101)

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Demonstration and Performance: | 30 min |
| c. Practical Activity:            | 20 min |
| d. Total:                         | 60 min |

6. **Substantiation:**

- a. A demonstration and performance was chosen for TPs 1–3 as it allows the instructor to explain and demonstrate types of fixes while providing an opportunity for the cadets to practice the skills under supervision.
- b. A practical activity was chosen for TP 4 as it is an interactive way for the cadets to plot a fix on a chart. This activity contributes to the development of navigation skills in a fun and challenging way.

7. **References:**

- a. 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.
- b. C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.
- c. C1-170 ISBN 0-9694958-0-3 Saunders, A. E. (1990). *Small craft piloting & coastal navigation*. Halifax, NS: Binnacle Navigation Instruments.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
- c. Navigation instruments.

9. **Learning Aids:**

- a. Plot a Fix handout,
- b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
- c. Navigation instruments (one set per two cadets), and
- d. Fixing exercises.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.

11. **Remarks:** Nil.

**EO C423.01**

1. **Performance:** Plot a Position Using a Three-Bearing Fix
2. **Conditions:**
  - a. Given:
    - (1) Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
    - (2) Navigation instruments,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.
3. **Standard:** The cadet shall plot a position using a three-bearing fix.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets plot a position on a chart using a three-bearing fix.	Demonstration and Performance	25 min	C1-164 (p. 207, p.208, pp. 224–229)
TP2	Conduct an activity where the cadets will plot positions on a chart using three-bearing fixes.	Practical Activity	25 min	C1-164 (p. 207, p.208, pp. 224–229)

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Demonstration and Performance: | 25 min |
| c. Practical Activity:            | 25 min |
| d. Total:                         | 60 min |

6. **Substantiation:**

- a. A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate plotting a position on a chart using a three-bearing fix while providing an opportunity for the cadets to practice the skill under supervision.
- b. A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a three-bearing fix. This activity contributes to the development of navigation skills in a fun and challenging way.

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:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
- c. Navigation instruments.

9. **Learning Aids:**

- a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
- b. Navigation instruments (one set per two cadets), and
- c. Plotting exercises.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

**EO C423.02**

1. **Performance:** Plot a Position Using a Horizontal Angle Fix
2. **Conditions:**
  - a. Given:
    - (1) Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
    - (2) Navigation instruments,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.
3. **Standard:** The cadet shall plot a position using a horizontal angle fix.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP2	Explain, demonstrate and have the cadets plot a position on a chart using a horizontal angle fix.	Demonstration and Performance	25 min	C1-164 (pp. 224–229)
TP2	Conduct an activity where the cadets will plot positions on a chart using horizontal angle fixes.	Practical Activity	25 min	C1-164 (pp. 224–229)

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Demonstration and Performance: | 25 min |
| c. Practical Activity:            | 25 min |
| d. Total:                         | 60 min |

6. **Substantiation:**

- a. A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate plotting a position using a horizontal angle fix while providing an opportunity for the cadets to practice the skill under supervision.
- b. A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a horizontal angle fix. This activity contributes to the development of navigation skills in a fun and challenging way.

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:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
- c. Navigation instruments.

9. **Learning Aids:**

- a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
- b. Navigation instruments (one set per two cadets), and
- c. Plotting exercises.

10. **Test Details:** Nil.

11. **Remarks:** This lesson requires the use of a station pointer, which is a navigation instrument that the cadets have not been introduced to previously.

**PO 424**

1. **Performance:** Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II
2. **Conditions:**
  - a. Given:
    - (1) *CYA White Sail II Practical Skills Checklist*,
    - (2) Fully equipped sailboat,
    - (3) Helmet,
    - (4) Personal Floatation Device (PFD),
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km / h).
3. **Standard:** IAW the *CYA Sailing Logbook* White Sail Level II, the cadet will sail a sailboat.
4. **Remarks:**
  - a. No new training will be added in Phase Four. Cadets shall continue to attend sail weekends for ongoing skill development and assessment, in pursuit of achieving the standard.
  - b. IAW the *CYA Sailing Logbook* White Sail Level II, the cadet will be required to complete the most applicable of the following EOs based on the facilities at the given sail centre:
    - (1) EO M324.05 (Dock a Sailboat),
    - (2) EO M324.06 (Beach a Sailboat), or
    - (3) EO M324.11 (Moor a Sailboat).
5. **Complementary Material:** No new complementary training will be added in Phase Four.

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**PO 425**

1. **Performance:** Participate in a Nautical Training Weekend
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Appropriate to activity IAW EO C425.02A or EO C425.02B.
3. **Standard:** Cadets shall participate in a nautical training weekend to:
  - a. reinforce mandatory and / or complementary phase training;
  - b. allow cadets participating in naval aspects of the CF or maritime community / industry; and
  - c. provide a hands-on opportunity that introduces new skills / knowledge.
4. **Remarks:**
  - a. This PO can be achieved through completion of one of the following:
    - (1) EO C425.02A (Perform Small Craft / Vessel Duties While Underway). This option is seen to best meet the intention of this PO and should be given priority; or
    - (2) EO C425.02B (Participate in a Nautical Activity). This option may be used to achieve the PO should an activity that meets the criteria of EO C425.02A not be available.
  - b. The activity to be conducted during this weekend shall be identified by the corps CO in collaboration with detachment / RCSU staff.
5. **Complementary Material:** PO 425 is a complementary package designed to provide additional opportunities for cadets to employ and enhance their nautical skills / knowledge.

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**EO C425.01**

1. **Performance:** Prepare for a Nautical Training Weekend
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** IAW specified references, the cadet shall prepare for a nautical weekend, to include:
  - a. the activities / skills to be completed; and
  - b. the general weekend structure; to include:
    - (1) the weekend schedule, and
    - (2) the training site standard operating procedures (SOPs).

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review skills to be practiced during the nautical training weekend.	Interactive Lecture	15 min	
TP2	Review the training site SOPs, highlighting: <ol style="list-style-type: none"> <li>a. the location,</li> <li>b. the basic rules, and</li> <li>c. the weekend expectations (weather, sleeping arrangements, food, etc).</li> </ol>	Interactive Lecture	5 min	
TP3	Give an overview of the nautical training weekend schedule, to include: <ol style="list-style-type: none"> <li>a. timings (pick up and drop-off), and</li> <li>b. daily routine.</li> </ol>	Interactive Lecture	5 min	

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 the nautical training weekend and give an overview of the expectations and training that is to be completed.

7. **References:**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
- b. A1-023 A-CR-CCP-601/PG-001 D Cdts 4. (2006). *Phase one QSP*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and Site SOPs.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The content of this EO will vary depending on the activity chosen from EO C425.01A (Perform Small Craft / Vessel Duties While Underway) or EO C425.01B (Participate in a Nautical Activity).
- b. Instructors shall contact the training site prior to this lesson to obtain a copy of the SOPs.

**EO C425.02A**

1. **Performance:** Perform Small Craft / Vessel Duties While Underway
2. **Conditions:**
  - a. Given:
    - (1) Fully equipped small craft / vessel,
    - (2) Supervision, and
    - (3) Assistance as required
  - b. Denied: Nil.
  - c. Environmental: Onboard a small craft / vessel while under way.
3. **Standard:** Cadets shall perform duties related to the operation of a small craft / vessel.
4. **Teaching Points:**
  - a. The TPs will be dependant on, and specific to the small craft / vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
  - b. Examples of TPs may include, but are not limited to:
    - (1) helming duties;
    - (2) crewing duties (bridge, lookout, etc);
    - (3) emergency response (POB, fire, flood, etc);
    - (4) berthing / slipping;
    - (5) anchor handling;
    - (6) line handling;
    - (7) ropework (knots, hitches, bends, splicing, etc.); and
    - (8) vessel familiarization training.
5. **Time:**
  - a. Introduction / Conclusion: 20 min
  - b. Practical Activity: (4–6 hrs / day)
  - c. Total: Weekend
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to small craft / vessel duties, and it allows the cadets to experience these duties in a safe and controlled environment. This nautical activity contributes to the development of small craft / vessel skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
- b. A1-023 A-CR-CCP-601/PG-001 D Cdts 4. (2006). *Phase one QSP*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Training aids required will depend on the activity conducted under this EO.

9. **Learning Aids:** Learning aids required will depend on the activity conducted under this EO.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Acceptable activities for this EO include, but are not limited to:
  - (1) PO 122 (Participate in a Small Craft Operations Weekend);
  - (2) Small Craft Operations Program training (excluding Modules 1 and 2);
  - (3) Canadian Coast Guard / CF / Commercial vessel day sail;
  - (4) charter vessel day sail;
  - (5) keelboat sailing at a yacht / sailing club;
  - (6) canoeing / kayaking;
  - (7) wind surfing; and
  - (8) ice boat sailing.
- b. Activities that would not meet the criteria for this EO include, but are not limited to:
  - (1) surfing,
  - (2) water skiing,
  - (3) snorkelling,
  - (4) radio-controlled sailboats, and
  - (5) ship / vessel tours.
- c. Instructors must verify the training aids and learning aids required prior to conducting the activity.

**EO C425.02B**

1. **Performance:** Participate in a Nautical Activity
2. **Conditions:**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required
  - b. Denied: Nil.
  - c. Environmental: Suitable facilities or training area large enough to accommodate the entire group.
3. **Standard:** Cadets shall participate in a nautical activity to:
  - a. reinforce mandatory and / or complementary training;
  - b. allow cadets to participate in naval aspects of the CF or maritime community / industry; and
  - c. provide a hands-on opportunity that introduces new skills / knowledge.
4. **Teaching Points:** The TPs will be dependant on, and specific to the small craft / vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
5. **Time:**
  - a. Introduction / Conclusion: 20 min
  - b. Practical Activity: (4–6 hrs / day)
  - c. Total: Weekend
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to a nautical activity, and it allows the cadets to experience this activity in a safe and controlled environment. This nautical activity contributes to the development of skills and knowledge in a fun and challenging setting.
7. **References:** A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Training aids required will depend on the activity conducted under this EO.
9. **Learning Aids:** Learning aids required will depend on the activity conducted under this EO.
10. **Test Details:** Nil.
11. **Remarks:**
  - a. This EO shall only be conducted if training IAW EO C325.02A (Perform Small Craft / Vessel Duties While Under Way) is not possible.
  - b. Acceptable activities for this EO include, but are not limited to:
    - (1) alongside ship training;
    - (2) damage control training;
    - (3) simulators (bridge, sailing, etc);

- (4) SCUBA diving (as per CATO 14-10);
  - (5) marine search and rescue (SAR) exercises;
  - (6) specialized seamanship training seminars (eg, rigging repair, sail making / repair, basic marine motor maintenance, etc);
  - (7) on the job training (dockyards, naval reserve divisions, CCG, etc); and
  - (8) sea survival training (CCG, CF, etc).
- c. Activities that would not meet the criteria for this EO include, but are not limited to:
- (1) tours,
  - (2) swimming,
  - (3) boat shows,
  - (4) model building, and
  - (5) viewing of competitions / events.
- d. Instructors must verify the training aids and learning aids required prior to conducting the activity.



**SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)**

1. **Performance:** Participate in a Seamanship Inter-Divisional Competition
2. **Conditions:**
  - a. Given:
    - (1) Minimum of one period during the training session prior to the event for divisions to plan and prepare as a team;
    - (2) Supervision; and
    - (3) Assistance as required.
  - b. Denied: Nil
  - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** IAW specified references the cadet shall participate in an inter-divisional seamanship competition, to include:
  - a. Coiling and heaving a line;
  - b. Calling and responding to Pipes;
  - c. Tying knots, bends and hitches;
  - d. Completing a short splice;
  - e. Completing a common whipping;
  - f. Answering trivia questions;
  - g. Rigging sheer legs;
  - h. Building a ship model; and
  - i. Team building activities.
4. **Teaching Points:** N/A
5. **Time:**

a. Divisional planning / preparation:	30 min
b. Activity:	540 min (2 days)
c. Total Time:	570 min
6. **Substantiation:** The practical activity will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.
7. **References:**
  - a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
  - b. A1-013 The Navy. [www.navy.gc.ca](http://www.navy.gc.ca).

- c. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- d. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- e. C1-005 ISBN 0-07-134984-7 West, E. (1999). *The Big Book of Icebreakers: Quick, fun activities for energizing meetings and workshops*. New York: McGraw-Hill, Inc.
- f. C1-006 ISBN 0-8403-5682-X Rohnke, K. (1984). *A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets*. Iowa: Kendall/Hunt Publishing Company.

**8. Training Aids:**

- a. Heaving line:
  - (1) heaving line
  - (2) target X 2;
  - (3) whistle;
  - (4) Scoring sheet; and
  - (5) Pencil.
- b. Whipping and Splicing:
  - (1) Whistle;
  - (2) Scoring sheet; and
  - (3) Pencil; and
- c. Trivia:
  - (1) OPTION ONE:
    - (a) 6' Table (or suitable sitting area);
    - (b) Chairs (or suitable sitting area));
    - (c) Whistle;
    - (d) List of questions;
    - (e) Scoring sheet; and
    - (f) Pencil.
  - (2) OPTION TWO:
    - (a) 6' Table X 2 (or suitable sitting area);
    - (b) Chairs (or suitable sitting area);
    - (c) Buzzer;
    - (d) Question board;
    - (e) List of questions;

- (f) Whistle;
  - (g) Scoring sheet; and
  - (h) Pencil.
- d. Boatswain Call:
  - (1) boatswain call cards;
  - (2) bag/hat;
  - (3) whistle;
  - (4) scoring sheet; and
  - (5) pencil.
- e. Knots, bends and hitches:
  - (1) 6' table;
  - (2) bag / hat;
  - (3) task cards;
  - (4) whistle;
  - (5) scoring sheet; and
  - (6) pencil.
- f. Sheer Legs:
  - (1) scoring sheet; and
  - (2) pencil.
- g. Ship Model:
  - (1) scoring sheet; and
  - (2) pencil.
- h. Team building activity:
  - (1) Two pieces of line (4 m).
  - (2) Blindfolds ( one per cadet)
- i. Final Event:
  - (1) Boatswain pipe (equal to the number of divisions);
  - (2) One metre of line (equal to the number of divisions);
  - (3) Task cards (sets equal to the number of divisions);
  - (4) Heaving line (equal to the number of divisions);
  - (5) Single blocks (equal to the number of divisions);

- (6) Double blocks (equal to the number of divisions);
- (7) 17 m - 12 mm manila (equal to the number of divisions);
- (8) Small box (equal to the number of divisions);
- (9) Target (equal to the number of divisions);
- (10) Secret message cards (sets equal to the number of divisions); and
- (11) One staff member/senior cadet per station per team.

9. **Learning Aids:**

a. Heaving line:

- (1) Heaving line.

b. Whipping and Splicing:

- (1) one metre of line per phase one and two cadet;
- (2) spool of whipping twine;
- (3) knife; and
- (4) one metre of three strand line per phase one and two cadet.

c. Boatswain Call:

- (1) boatswain call; and
- (2) boatswain call card.

d. Knots, bends and hitches:

- (1) one metre of line; and
- (2) one small spar / dowel.

e. Sheer Legs:

- (1) hard hat (1 per cadet);
- (2) 2 X wooden spars (4 - 4.5 m);
- (3) 12 mm manila line (9 m);
- (4) 5 X steel spikes with eyelets 5 cm from the top (1 m);
- (5) 1 roll of whipping twine;
- (6) a suitable load (min 18 Kg);
- (7) 1 steel spike with 2 eyelets (1.2 m); and
- (8) One staff member/senior cadet.
- (9) 2 X single blocks (12.5 cm);
- (10) 16 mm manila line (68 m); and

- (11) 12 mm manila line strop (12 mm).
  - (12) 1 double block (10 cm);
  - (13) 1 single block c/w becket (10 cm);
  - (14) 12 mm manila (17 m); and
  - (15) 2 X 12 mm manila strops (0.5 m).
  - (16) 4 X double blocks (10 cm);
  - (17) 4 X single blocks (12.5 cm); and
  - (18) 4 X 12 mm manila strops.
  - (19) 2 X double blocks (12.5 cm);
  - (20) 1 X single block c/w becket (12.5 cm);
  - (21) 12 mm manila (30 m); and
  - (22) 12 mm manila strop (0.5 m).
- f. Ship Model:
- (1) 1 sheet of black bristol board;
  - (2) 1 sheet of grey bristol board;
  - (3) 1 pair of scissors;
  - (4) 1 roll of Scotch tape;
  - (5) paper clips;
  - (6) ship pictures;
  - (7) 1 package of permanent markers; and
  - (8) 1 stick of paper glue.
- g. Team building activity:
- (1) most like me activity sheet (one per cadet);
  - (2) Pencil (one per cadet);
  - (3) two pieces of line (4 m); and
  - (4) blindfolds ( one per cadet).
- h. Final Event:
- (1) Boatswain pipe (equal to the number of divisions);
  - (2) One metre of line (equal to the number of divisions);
  - (3) Task cards (sets equal to the number of divisions);
  - (4) Heaving line (equal to the number of divisions);

- (5) Single blocks (equal to the number of divisions);
- (6) Double blocks (equal to the number of divisions);
- (7) 17 m - 12 mm manila (equal to the number of divisions);
- (8) Small box (equal to the number of divisions);
- (9) Target (equal to the number of divisions);
- (10) Secret message cards (sets equal to the number of divisions); and
- (11) One staff member/senior cadet per station per team.

10. **Test Details:** Nil.

11. **Remarks:** The following website were consulted when developing this lesson::

- a. C1-025 JCOMMOPS (2001-2005). Retrieved 12 May 2006.  
[http://www.jcommops.org/graph\\_ref/cargo\\_ship-3.jpg](http://www.jcommops.org/graph_ref/cargo_ship-3.jpg).
- b. C1-030 CBS News. Retrieved 12 May 2006.  
<http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>.
- c. C1-043 Newfoundland Photo Gallery. *Page 1 – Thumbnail images and descriptions*. Retrieved 12 May 2006.  
<http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg>.
- d. C1-044 CMGmbH Consulting Measurement Technology. Retrieved 12 May 2006.  
<http://www.cmt-gmbh.de/tanker%20ship.jpg>.
- e. C1-040 Port of Cork. *Photo Gallery* Retrieved 12 May 2006  
[http://www.portofcork.ie/web\\_images/archive/Gerry\\_o\\_sullivan.gif](http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif).

### 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
<b>Case Study</b>	Not applicable	Applicable	Applicable
<b>Demonstration and Performance</b>	Applicable	Applicable	Applicable
<b>Experiential Learning</b>	Applicable	Applicable	Applicable
<b>Field Trip</b>	Applicable	Applicable	Applicable
<b>Game</b>	Applicable	Applicable	Applicable
<b>Group Discussion</b>	Applicable	Applicable	Applicable
<b>Guided Discussion</b>	Not applicable	Not applicable	Applicable
<b>In-class Activity</b>	Applicable	Applicable	Applicable
<b>Interactive Lecture</b>	Applicable	Applicable	Applicable
<b>Lecture</b>	Applicable	Applicable	Applicable
<b>On-the job Training (OJT)</b>	Not applicable	Not applicable	Applicable
<b>Peer Learning</b>	Not applicable	Not applicable	Applicable
<b>Practical Activity</b>	Applicable	Applicable	Applicable
<b>Role Play</b>	Not applicable	Applicable	Applicable
<b>Self-Study</b>	Not applicable	Not applicable	Applicable
<b>Simulation</b>	Not applicable	Not applicable	Applicable
<b>Tutorial</b>	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
<p><b>DEMONSTRATION AND PERFORMANCE</b></p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p><b>Demonstration Method</b></p> <p>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.</p> <p><b>Performance Method</b></p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>1. To teach hands-on operations or procedures.</li> <li>2. To teach troubleshooting.</li> <li>3. To illustrate principles.</li> <li>4. To teach operation or functioning of equipment.</li> <li>5. To set standards of workmanship.</li> <li>6. To teach safety procedures.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>1. To teach hands-on operations or procedures.</li> <li>2. To teach operations or functioning of equipment.</li> <li>3. To teach team skills.</li> <li>4. To teach safety procedures.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>1. Minimizes damage and waste.</li> <li>2. Saves time.</li> <li>3. Can be presented to large groups.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>1. Builds confidence.</li> <li>2. Enables learning evaluation.</li> <li>3. Reduces damage and waste.</li> <li>4. Promotes safety.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>1. Requires careful preparation and rehearsal.</li> <li>2. Requires special classroom arrangements.</li> <li>3. Requires equipment and aids.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>1. Requires tools and equipment.</li> <li>2. Requires large blocks of time.</li> <li>3. Requires more instructors.</li> </ol>



METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p><b>EXPERIENTIAL LEARNING</b></p> <p>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.</p> <p><b>Stage 1: Concrete Experience:</b> Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p><b>Stage 2: Reflective Observation:</b> 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.</p> <p><b>Stage 3: Abstract Conceptualization:</b> Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p><b>Stage 4: Active Experimentation:</b> Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> <li>1. To teach practical skills.</li> <li>2. To learn how to learn.</li> <li>3. To teach transferable skills.</li> <li>4. To teach a process or principle.</li> <li>5. To teach problem solving.</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge is shared and created by collectively by all participants.</li> <li>2. Everyone is actively involved in the teaching – learning process.</li> <li>3. Appeals to many learning styles.</li> <li>4. Student centred.</li> </ol>	<ol style="list-style-type: none"> <li>1. Resource intensive.</li> <li>2. Requires significant planning, preparation and organization prior to activity.</li> <li>3. The instructor must master the subject developed.</li> <li>4. Instructor needs very good pedagogical skills.</li> <li>5. May not be a good process for learning details.</li> <li>6. The instructor must be a good facilitator to carry out an effective reflective session in stage 2 &amp;3 of this method.</li> </ol>

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p><b>FIELD TRIP</b></p> <p>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, hiking or sailing.</p>	<ol style="list-style-type: none"> <li>1. To introduce / illustrate and confirm topics.</li> <li>2. To allow for familiarization activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Immerses cadets in a specific environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. May require additional staff to ensure adequate supervision.</li> <li>2. Requires significant planning, preparation and organization prior to activity.</li> <li>3. May have cost implications.</li> </ol>
<p><b>GAME</b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. To introduce a topic.</li> <li>2. To discover concepts and principles.</li> <li>3. To review and confirm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fun and interesting.</li> <li>2. Creates ownership.</li> <li>3. Highly participative.</li> </ol>	<ol style="list-style-type: none"> <li>1. May stratify the group by creating a winner and a loser.</li> <li>2. May be difficult in providing instructor feedback.</li> </ol>
<p><b>GROUP DISCUSSION</b></p> <p>Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to meet a specified goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> <li>1. To develop imaginative solutions to problems.</li> <li>2. To stimulate thinking and interest and to secure cadet participation.</li> <li>3. To emphasize main teaching points.</li> <li>4. To supplement lectures and seminars.</li> <li>5. To determine how well cadets understand the concepts and principles.</li> <li>6. To prepare cadets for application of theory or procedure.</li> <li>7. To summarize, clarify points or review.</li> <li>8. To prepare cadets for instruction that will follow.</li> <li>9. To determine cadet progress and effectiveness of prior instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increases cadet interest.</li> <li>2. Increases cadet acceptance and commitment.</li> <li>3. Utilizes cadet knowledge and experience.</li> <li>4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires highly skilled instructors.</li> <li>2. Time consuming.</li> <li>3. Restricts size of group.</li> <li>4. Requires selective group composition.</li> </ol>

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p><b>IN-CLASS ACTIVITY</b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. To reinforce instructional topics.</li> <li>2. To orient cadets to the subject.</li> <li>3. To give direction on procedures.</li> <li>4. To illustrate the application of rules, principles or concepts.</li> <li>5. To review, clarify, and / or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provokes thought and stimulates interest among cadets.</li> <li>2. Appeals to kinaesthetic learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> <li>2. Takes time to prepare.</li> </ol>
<p><b>INTERACTIVE LECTURE</b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and / or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Saves time.</li> <li>2. Permits flexibility of class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> </ol>
<p><b>LECTURE</b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and / or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Proficient oral skills are required.</li> <li>2. Useful for big groups.</li> <li>3. Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires preparation and a dynamic lecturer.</li> <li>2. Cadets may be passive and uninvolved.</li> </ol>
<p><b>PRACTICAL ACTIVITY</b></p> <p>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.</p>	<ol style="list-style-type: none"> <li>1. To introduce a subject.</li> <li>2. To practice skills.</li> <li>3. To review and / or reinforce.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages participation.</li> <li>2. Stimulates an interest in the subject.</li> <li>3. Fun and interesting.</li> <li>4. Creates ownership.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires significant planning, preparation and organization.</li> <li>2. May require additional staff to ensure adequate supervision.</li> </ol>

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