



## ROYAL CANADIAN SEA CADETS

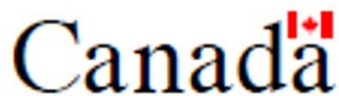
# PHASE THREE QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-603/PG-001 dated 2015-12-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-603/PG-002.

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





### NOTICE

This documentation has been reviewed by the technical authority and does not contain controlled goods. Disclosure notices and handling instructions originally received with the document shall continue to apply.

### AVIS

Cette documentation a été révisée par l'autorité technique et ne contient pas de marchandises contrôlées. Les avis de divulgation et les instructions de manutention reçues originalement doivent continuer de s'appliquer.



## ROYAL CANADIAN SEA CADETS

# PHASE THREE QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-603/PG-001 dated 2015-12-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-603/PG-002.

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

**LIST OF EFFECTIVE PAGES**

Insert latest changed pages; dispose of superseded pages in accordance with applicable orders.

**NOTE**

On a changed page, the portion of the text affected by the latest change is indicated by a vertical line in the margin of the page. Changes to illustrations by miniature pointing hands, or black vertical lines.

Dates of issue for original and changed pages are:

Original .....	0 .....	2016-08-29	Change .....	3 .....
Change .....	1 .....		Change .....	4 .....
Change .....	2 .....		Change .....	5 .....

Zero in Change No. column indicates an original page. Total number of pages in this publication is 282, consisting of the following:

<b>Page No.</b>	<b>Change No.</b>	<b>Page No.</b>	<b>Change No.</b>
Cover page .....	0	4-M303.04-1 to 4-M303.04-4.....	0
Title .....	0	4-M303.05-1 to 4-M303.05-2.....	0
A to C .....	0	4-M303.06-1 to 4-M303.06-4.....	0
i to vi .....	0	4-M303.07-1 to 4-M303.07-4.....	0
1-1 to 1-4 .....	0	4-C303.01-1 to 4-C303.01-4.....	0
2-1 to 2-4 .....	0	4-C303.02-1 to 4-C303.02-2.....	0
2A-1 to 2A-8 .....	0	4-X04-1 to 4-X04-2 .....	0
2B-1 to 2B-2 .....	0	4-6-1 to 4-6-2 .....	0
2C-1 to 2C-2 .....	0	4-306-1 to 4-306-2 .....	0
2C1-1 to 2C1-2 .....	0	4-M306.01-1 to 4-M306.01-2.....	0
2D-1 to 2D-10 .....	0	4-C306.01-1 to 4-C306.01-2.....	0
3-1 to 3-4 .....	0	4-C306.02-1 to 4-C306.02-4.....	0
3A-1 to 3A-2 .....	0	4-C306.03-1 to 4-C306.03-4.....	0
3B-1 to 3B-4 .....	0	4-307-1 to 4-307-2 .....	0
3B1-1 to 3B1-8 .....	0	4-M307.01-1 to 4-M307.01-2.....	0
3B2-1 to 3B2-2 .....	0	4-M307.02-1 to 4-M307.02-2.....	0
3B3-1 to 3B3-4 .....	0	4-M307.03-1 to 4-M307.03-4.....	0
3B4-1 to 3B4-6 .....	0	4-C307.01-1 to 4-C307.01-2.....	0
3B5-1 to 3B5-6 .....	0	4-C307.02-1 to 4-C307.02-2.....	0
3B6-1 to 3B6-8 .....	0	4-C307.03-1 to 4-C307.03-2.....	0
3B7-1 to 3B7-4 .....	0	4-C307.04-1 to 4-C307.04-2.....	0
3C-1 to 3C-2 .....	0	4-308-1 to 4-308-2 .....	0
3D-1 to 3D-2 .....	0	4-M308.01-1 to 4-M308.01-4.....	0
3D1-1 to 3D1-4 .....	0	4-M308.02-1 to 4-M308.02-2.....	0
3E-1 to 3E-2 .....	0	4-C308.01-1 to 4-C308.01-4.....	0
3E1-1 to 3E1-2 .....	0	4-C308.02-1 to 4-C308.02-2.....	0
4-1-1 to 4-1-2 .....	0	4-309-1 to 4-309-2 .....	0
4-X01-1 to 4-X01-2 .....	0	4-M309.01-1 to 4-M309.01-2.....	0
4-X02-1 to 4-X02-2 .....	0	4-M309.02-1 to 4-M309.02-2.....	0
4-303-1 to 4-303-2 .....	0	4-M309.03-1 to 4-M309.03-2.....	0
4-M303.01-1 to 4-M303.01-4.....	0	4-M309.04-1 to 4-M309.04-2.....	0
4-M303.02-1 to 4-M303.02-2.....	0	4-M309.05-1 to 4-M309.05-2.....	0
4-M303.03-1 to 4-M303.03-2.....	0	4-M309.06-1 to 4-M309.06-2.....	0

## LIST OF EFFECTIVE PAGES (CONT)

Page No.	Change No.	Page No.	Change No.
4-M309.07-1 to 4-M309.07-2 .....	0	4-C321.02-1 to 4-C321.02-4 .....	0
4-C309.01-1 to 4-C309.01-2 .....	0	4-C321.03-1 to 4-C321.03-4 .....	0
4-C309.02-1 to 4-C309.02-2 .....	0	4-C321.04-1 to 4-C321.04-2 .....	0
4-C309.03-1 to 4-C309.03-2 .....	0	4-C321.05-1 to 4-C321.05-2 .....	0
4-C309.04-1 to 4-C309.04-2 .....	0	4-322-1 to 4-322-2 .....	0
4-C309.05-1 to 4-C309.05-2 .....	0	4-323-1 to 4-323-2 .....	0
4-C309.06-1 to 4-C309.06-2 .....	0	4-M323.01-1 to 4-M323.01-2 .....	0
4-311-1 to 4-311-2 .....	0	4-C323.01-1 to 4-C323.01-4 .....	0
4-C311.01-1 to 4-C311.01-4 .....	0	4-C323.02-1 to 4-C323.02-2 .....	0
4-C311.02-1 to 4-C311.02-4 .....	0	4-C323.03-1 to 4-C323.03-2 .....	0
4-X20-1 to 4-X20-2 .....	0	4-X24-1 to 4-X24-2 .....	0
4-321-1 to 4-321-2 .....	0	4-X25-1 to 4-X25-2 .....	0
4-M321.01-1 to 4-M321.01-2 .....	0	4-18-1 to 4-18-6 .....	0
4-M321.02-1 to 4-M321.02-4 .....	0	4A-1 to 4A-8 .....	0
4-C321.01-1 to 4-C321.01-2 .....	0		

THIS PAGE INTENTIONALLY LEFT BLANK

## FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-603/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*, and 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 Canadian Cadet Organization (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase Three, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*..
4. **Suggested Changes.** Suggested changes to this document may be sent directly to [cadettraining@canada.ca](mailto:cadettraining@canada.ca).

THIS PAGE INTENTIONALLY LEFT BLANK



## TABLE OF CONTENTS

		<b>PAGE</b>
<b>CHAPTER 1</b>	<b>GENERAL</b>	<b>1-1</b>
	AIMS	1-1
	PROGRAM DESIGN	1-1
	PERFORMANCE OBJECTIVES	1-1
	TRAINING PREREQUISITES	1-3
	USE OF THE QSP	1-3
<b>CHAPTER 2</b>	<b>TRAINING MANAGEMENT DETAILS</b>	<b>2-1</b>
	RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS	2-1
	TRAINING DETAILS	2-1
	TRAINING ADMINISTRATION	2-3
	QUALIFICATION	2-3
	RELATED DOCUMENTS	2-3
	REFERENCES	2-3
	Annex A – PHASE THREE TRAINING SUMMARY AND TIME ALLOCATION	2A-1
	Annex B – SCHEDULING GUIDELINES	2B-1
	Annex C – RESOURCE REQUIREMENTS	2C-1
	Appendix 1 – LIFTING DEVICE EQUIPMENT LIST	2C1-1
	Annex D – REFERENCES	2D-1
<b>CHAPTER 3</b>	<b>CADET EVALUATION</b>	<b>3-1</b>
	PURPOSE	3-1
	LEARNER EVALUATION	3-1
	CADET EVALUATION DESIGN AND DEVELOPMENT	3-1
	CP DEVELOPMENTAL PERIODS (DPs)	3-2
	CADET ASSESSMENT OF LEARNING PLAN	3-2
	ASSESSMENT INSTRUMENTS	3-3
	MONITORING CADET PROGRESS	3-3
	TRAINING COUNSELLING SESSION	3-3
	ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES	3-3
	PHASE THREE QUALIFICATION STANDARD	3-3
	CADETS NOT MEETING THE QUALIFICATION STANDARD	3-3
	RECORDING AND REPORTING CADET ACHIEVEMENT	3-4
	PHASE THREE CERTIFICATE OF QUALIFICATION	3-4
	Annex A – CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS	3A-1
	Annex B – ASSESSMENT OF LEARNING PLAN – PHASE THREE	3B-1
	Appendix 1 – 303 PC – ASSESSMENT INSTRUCTIONS	3B1-1
	Appendix 2 – 304 PC – PERSONAL FITNESS AND HEALTHY LIVING – ASSESSMENT INSTRUCTIONS	3B2-1
	Appendix 3 – 308 PC – ASSESSMENT INSTRUCTIONS	3B3-1
	Appendix 4 – 309 PC – ASSESSMENT INSTRUCTIONS	3B4-1

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
Appendix 5 – 321 PC – ASSESSMENT INSTRUCTIONS	3B5-1
Appendix 6 – 323 EC 01 – ASSESSMENT INSTRUCTIONS	3B6-1
Appendix 7 – 323 PC – ASSESSMENT INSTRUCTIONS	3B7-1
Annex C –	3C-1
Annex D – CADET INTERVIEW GUIDELINES	3D-1
Appendix 1 – APPENDIX 1 CADET INTERVIEW FORM	3D1-1
Annex E – TRAINING COUNSELLING SESSION GUIDELINES	3E-1
Appendix 1 – TRAINING COUNSELLING SESSION FORM	3E1-1
<b>CHAPTER 4</b>	
<b>PERFORMANCE OBJECTIVES</b>	<b>4-1-1</b>
<b>SECTION 1</b>	
<b>PERFORMANCE OBJECTIVES AND TRAINING PLAN</b>	<b>4-1-1</b>
PURPOSE	4-1-1
PERFORMANCE OBJECTIVES	4-1-1
ENABLING OBJECTIVES	4-1-1
LESSON SPECIFICATIONS	4-1-1
ASSESSMENT FOR LEARNING	4-1-1
<b>SECTION 2</b>	
<b>PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES</b>	<b>4-X01-1</b>
<b>SECTION 3</b>	
<b>PO X02 – PERFORM COMMUNITY SERVICE</b>	<b>4-X02-1</b>
<b>SECTION 4</b>	
<b>PO 303 – PERFORM THE ROLE OF A TEAM LEADER</b>	<b>4-303-1</b>
EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER	4-M303.01-1
EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP	4-M303.02-1
EO M303.03 – PRACTICE SELF-ASSESSMENT	4-M303.03-1
EO M303.04 – COMMUNICATE AS A TEAM LEADER	4-M303.04-1
EO M303.05 – SUPERVISE CADETS	4-M303.05-1
EO M303.06 – SOLVE PROBLEMS	4-M303.06-1
EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT	4-M303.07-1
EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY	4-C303.01-1
EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER	4-C303.02-1
<b>SECTION 5</b>	
<b>PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES</b>	<b>4-X04-1</b>
<b>SECTION 6</b>	
<b>PO X05– PARTICIPATE IN PHYSICAL ACTIVITIES</b>	<b>4-6-1</b>
<b>SECTION 7</b>	
<b>PO 306 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP</b>	<b>4-306-1</b>
EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY	4-M306.01-1
EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS	4-C306.01-1

**TABLE OF CONTENTS (Cont)**

		<b>PAGE</b>
	EO C306.02 – CORRECT MARKSMANSHIP ERROR	4-C306.02-1
	EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE	4-C306.03-1
<b>SECTION 8</b>	<b>PO 307 – SERVE IN A SEA CADET CORPS</b>	<b>4-307-1</b>
	EO M307.01 – IDENTIFY PHASE THREE TRAINING OPPORTUNITIES	4-M307.01-1
	EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES	4-M307.02-1
	EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE NAVY LEAGUE OF CANADA (NLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND) IN SUPPORT OF THE CANADIAN CADET MOVEMENT (CCM)	4-M307.03-1
	EO C307.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE REGIONAL CADET SUPPORT UNIT (RCSU)	4-C307.01-1
	EO C307.02 – PARTICIPATE IN A PRESENTATION GIVEN BY THE CADET LIAISON OFFICER (CLO)	4-C307.02-1
	EO C307.03 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE NAVY LEAGUE OF CANADA (NLC)	4-C307.03-1
	EO C307.04 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM	4-C307.04-1
<b>SECTION 9</b>	<b>PO 308 – DIRECT A SQUAD PRIOR TO A PARADE</b>	<b>4-308-1</b>
	EO M308.01 – PREPARE A SQUAD FOR PARADE	4-M308.01-1
	EO M308.02 – DELIVER WORDS OF COMMAND	4-M308.02-1
	EO C308.01 – EXECUTE FLAG DRILL	4-C308.01-1
	EO C308.02 – DELIVER WORDS OF COMMAND	4-C308.02-1
<b>SECTION 10</b>	<b>PO 309 – INSTRUCT A LESSON</b>	<b>4-309-1</b>
	EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION	4-M309.01-1
	EO M309.02 – IDENTIFY METHODS OF INSTRUCTION	4-M309.02-1
	EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES	4-M309.03-1
	EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES	4-M309.04-1
	EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS	4-M309.05-1
	EO M309.06 – PLAN A LESSON	4-M309.06-1
	EO M309.07 – INSTRUCT A 15-MINUTE LESSON	4-M309.07-1
	EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION	4-C309.01-1
	EO C309.02 – PLAN A LESSON	4-C309.02-1
	EO C309.03 – INSTRUCT A 15-MINUTE LESSON	4-C309.03-1
	EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION	4-C309.04-1
	EO C309.05 – PLAN A DRILL LESSON	4-C309.05-1
	EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON	4-C309.06-1

## TABLE OF CONTENTS (Cont)

	<b>PAGE</b>	
<b>SECTION 11</b>	<b>PO 311 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY</b>	<b>4-311-1</b>
	EO C311.01 – PRACTICE AIMING AND FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY	4-C311.01-1
	EO C311.02 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY	4-C311.02-1
<b>SECTION 12</b>	<b>PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES</b>	<b>4-X20-1</b>
<b>SECTION 13</b>	<b>PO 321 – RIG A LIFTING DEVICE</b>	<b>4-321-1</b>
	EO M321.01 – DESCRIBE SAFETY PROCEDURES FOR OPERATING LIFTING DEVICES	4-M321.01-1
	EO M321.02 – RIG SHEERS	4-M321.02-1
	EO C321.01 – RIG SHEERS	4-C321.01-1
	EO C321.02 – RIG A STANDING DERRICK	4-C321.02-1
	EO C321.03 – RIG A GYN	4-C321.03-1
	EO C321.04 – MAKE A MONKEY’S FIST	4-C321.04-1
	EO C321.05 – MAKE A TURK’S HEAD	4-C321.05-1
<b>SECTION 14</b>	<b>PO 322 – ATTAIN PLEASURE CRAFT OPERATOR COMPETENCY</b>	<b>4-322-1</b>
<b>SECTION 15</b>	<b>PO 323 – SERVE IN A NAVAL ENVIRONMENT</b>	<b>4-323-1</b>
	EO M323.01 – PERFORM CORPS DUTIES	4-M323.01-1
	EO C323.01 – COMMUNICATE USING FLAGS AND PENNANTS	4-C323.01-1
	EO C323.02 – PIPE WAKEY WAKEY	4-C323.02-1
	EO C323.03 – PIPE HANDS TO DINNER	4-C323.03-1
<b>SECTION 16</b>	<b>PO X24 – SAIL A SAILBOAT IAW SAIL CANADA CANSAIL LEVEL 1</b>	<b>4-X24-1</b>
<b>SECTION 17</b>	<b>PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND</b>	<b>4-X25-1</b>
<b>SECTION 18</b>	<b>SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)</b>	<b>4-18-1</b>
	Annex A – INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS	4A-1

## CHAPTER 1

### GENERAL

#### AIMS

1. The aim of Phase Three is to provide a Sea Cadet with the theoretical knowledge and practical experience required to participate in corps activities and appointments as a team leader.

#### PROGRAM DESIGN

2. Phase Three has been designed:
  - a. assuming that the majority of third year cadets are between 14 and 15 years of age;
  - b. assuming that the majority of cadets have successfully completed Phase Two;
  - c. using age-appropriate learning strategies;
  - d. using 30 minutes as a standard period of instruction;
  - e. by providing a programming mix consisting of mandatory and 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.
3. Each Phase is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

#### PERFORMANCE OBJECTIVES

4. PO numbers are usually made up of three digits:
  - a. The first digit indicates the phase (eg, "X" represents Phases One to Four, "1" represents Phase One, "2" represents Phase Two, etc.).
  - b. The second and third digits indicate the topic area (eg, "00" represents Positive Social Relations for Youth, "01" represents Citizenship, "02" represents Community Service, etc.).
5. EO numbers are usually made up of six digits (eg, EO M103.01):
  - a. The first digit is either an "M", which indicates mandatory training, or a "C", which indicates complementary training.
  - b. The second, third and fourth digits indicate the PO as per para 4.
  - c. The fifth and sixth digits indicate the specific EO number (eg, EO M103.01 is the first mandatory EO in Phase One leadership).
  - d. Some EOs have a seventh digit, which indicates there is a selection of EOs to choose from (eg, EOs MX01.01A, MX01.01B, MX01.01C, etc. indicates corps can choose any one of these EOs to satisfy the requirements of mandatory Citizenship training).
6. Each PO has been developed to contribute directly to the program aim and participant outcomes detailed in CATO 11-03, *Cadet Program Mandate*. The following are summaries of the POs common to all elements of

the CP (allocated POs numbered X01 to X20) and the POs specific to Phase Three (allocated POs numbered 321 to X25):

- a. **Citizenship.** PO X01 – Participate in Citizenship Activities, (Chapter 4, Section 2). The aim of this PO is to introduce cadets to various aspects of being a good Canadian citizen through a range of fun, interesting and challenging activities.
- b. **Community Service.** PO X02 – Perform Community Service, (Chapter 4, Section 3). The aim of this PO is to encourage cadets to be active citizens through participation as a team leader in a local community service activity.
- c. **Leadership.** PO 303 – Act as a Team Leader, (Chapter 4, Section 4). The aim of this PO is to provide cadets with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.
- d. **Personal Fitness and Healthy Living.** PO X04 – Track Participation in Physical Activities, (Chapter 4, Section 5). The aim of this PO is to encourage cadets to live a healthy, active lifestyle by meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* for youth.
- e. **Physical Activities.** PO X05 – Participate in Physical Activities, (Chapter 4, Section 6). The aim of this PO is for cadets to have fun participating in physical activities.
- f. **Air Rifle Marksmanship.** PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship, (Chapter 4, Section 7). The aim of this PO is to develop cadets' marksmanship abilities through participation in recreational marksmanship.
- g. **General Cadet Knowledge.** PO 307 – Serve in a Sea Cadet Corps, (Chapter 4, Section 8). The aim of this PO is to provide cadets with information on the opportunities inherent in the Sea CP.
- h. **Drill.** PO 308 – Direct a Squad Prior to Parade, (Chapter 4, Section 9). The aim of this PO is to provide cadets with the knowledge and skills to act as a team leader while preparing a squad for a parade.
- i. **Instructional Techniques.** PO 309 – Instruct a Lesson, (Chapter 4, Section 10). The aim of this PO is to provide cadets with the knowledge and skills to instruct a 15-minute period of peer instruction.
- j. **Biathlon.** PO 311 – Participate in a Recreational Summer Biathlon Activity, (Chapter 4, Section 11). The aim of this PO is to provide cadets with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
- k. **CAF Familiarization.** PO X20 – Participate in Canadian Armed Forces (CAF) Familiarization Activities, (Chapter 4, Section 12). The aim of this PO is to stimulate the interest of cadets in the sea, land and air activities of the CAF.
- l. **Ropework.** PO 321 – Rig a Lifting Device, (Chapter 4, Section 13). The aim of this PO is to provide cadets with basic ropework skills to enable them to participate in seamanship activities such as small craft operation, ship's operations and other nautical training.
- m. **Small Craft Operation.** PO 322 – Attain Pleasure Craft Operator Competency Card, (Chapter 4, Section 14). The aim of this PO is to provide cadets with the basic knowledge set required to operate a small craft and attain a pleasure craft operator card.
- n. **Ship's Operations,** PO 323 – Serve in a Naval Environment, (Chapter 4, Section 15). The aim of this PO is to provide cadets with the knowledge and skills required to perform the roles of Quartermaster and Corporal of the Gangway.
- o. **Sail.** PO X24 – Sail a Sailboat IAW Sail Canada CANSail Level 1, (Chapter 4, Section 16). The aim of this PO is to obtain CANSail Level 1.

- p. **Nautical Training.** PO X25 – Participate in a Nautical Training Weekend, (Chapter 4, Section 17). The aim of this PO is to provide cadets additional opportunity to participate in a nautical activity that: reinforces mandatory and/or complementary training; allows cadets to participate in naval aspects of the CAF or maritime community; and provides a hands-on opportunity that introduces new skills/knowledge.

#### **TRAINING PREREQUISITES**

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

#### **USE OF THE QSP**

8. 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 Three. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers as the primary reference for validation of Phase Three qualification training.
9. Phase Three shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-603/PF-001, *Royal Canadian Sea Cadets Phase Three Instructional Guides*.

THIS PAGE INTENTIONALLY LEFT BLANK



## CHAPTER 2

### TRAINING MANAGEMENT DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training is 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); 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*, Phase Training is conducted between 1 September and 30 June of each training year through a combination of 30 training sessions and 10 supported training days as detailed in Annex A.
3. 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; 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. These activities complement mandatory activities and form an integral part of the Phase Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Program to match the corps' interests and resources.
4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation, including details on training days/weekend, is provided at Annex A, and scheduling guidelines are located at Annex B.
5. **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 sail training is the responsibility of Technical TEs (RCSS). The planning of these activities is to be done in conjunction with the Area Cadet Detachment/RCSU and RCSS.
  - c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the 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 phases.

6. **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.

7. **Training Staff Requirements.**

a. Corps Training Officer (Trg O):

Rank	MOSID	Number	Qualification
Lt(N)	00232-01	1	Minimum: Captain Qualification or CIC Intermediate Officer Qualification  Preferred: CIC Training Officer (Corps/Squadron) Qualification; and CIC Occupational Specialty Senior Instructor Qualification

b. Phase Three Course Officer (Crse O):

Rank	MOSID	Number	Qualification
A/SLt/SLt	00232-01	1	Minimum: Basic Officer Qualification or CIC Basic Military Officer Qualification and Basic Military Occupational Qualification.  Preferred: Military Occupation Course (Sea); or CIC Basic Military Officer Qualification (Sea).

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

c. Instructors:

Rank	MOSID	Number	Qualification
PO1 and above	N/A	1 per 10 cadets	Minimum: Completion of Phase Four  Preferred: CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to instruct Marksmanship, PO 106)

8. **Technical Specialists.** The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, Adventure Training Safety Standards,

etc.) and by local circumstances. It is recommended that cadet specialist instructors be used in the delivery of specialty training where practical. The technical specialists that could support Phase Three are:

- a. Required Specialist Instructors:
  - (1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for PO 100; and
  - (2) Range Safety Officer (RSO) in support of POs 106 and 111; and
- b. Possible Cadet Specialist Instructors:
  - (1) Fitness and Sports Instructor(s) as available in support of POs X04 and X05;
  - (2) Air Rifle Marksmanship Instructor(s) as available in support of POs 306 and 311;
  - (3) Drill and Ceremonial Instructor(s) as available in support of PO 308; and
  - (4) Sail and SCOP Instructors support of POs X24 and X25, as required; and
- c. guest speaker(s) as required.

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

#### **TRAINING ADMINISTRATION**

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

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

#### **QUALIFICATION**

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

#### **RELATED DOCUMENTS**

13. This QSP is to be used in conjunction with
  - a. CATOs; and
  - b. A-CR-CCP-603/PF-001 *Royal Canadian Sea Cadets Phase Three Instructional Guides*.

#### **REFERENCES**

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

THIS PAGE INTENTIONALLY LEFT BLANK

**PHASE THREE TRAINING SUMMARY AND TIME ALLOCATION**

**PERIOD ALLOCATION**

<b>PO No.</b>	<b>Performance Objective</b>	<b>EO No.</b>	<b>Enabling Objective</b>	<b>No. of Pd</b>
X01	Participate in Citizenship Activities	MX01.01A	Participate in a Citizenship Tour	-
		MX01.01B	Attend a Presentation by a Community Organization	-
		MX01.01C	Attend a Presentation by a Citizen-of-Interest	-
		MX01.01D	Participate in the Canadian Citizenship Challenge	-
		MX01.01E	Host a Citizenship Ceremony	-
		MX01.01F	Participate in an Election	-
		MX01.01G	Participate in Heritage Minutes Video Activities	-
		MX01.01H	Participate in Citizenship Learning Stations	-
		CX01.01	Participate in Citizenship Activities	18
			<b>PO X01 - Total Mandatory</b>	<b>3</b>
			<b>PO X01 - Total Complementary</b>	<b>18</b>
X02	Perform Community Service	MX02.01	Perform Community Service	9
		CX02.01	Perform Community Service	18
			<b>PO X02 - Total Mandatory</b>	<b>9</b>
			<b>PO X02 - Total Complementary</b>	<b>18</b>
303	Perform the Role of a Team Leader	M303.01	Define the Role of a Team Leader	2
		M303.02	Participate in a Mentoring Relationship	1
		M303.03	Practice Self-Assessment	1
		M303.04	Communicate as a Team Leader	2
		M303.05	Supervise Cadets	2
		M303.06	Solve Problems	2
		M303.07	Lead Cadets Through a Leadership Assignment	2
		303 PC		0
		C303.01	Lead Team-Building Activities	3
		C303.02	Deliver a Presentation About a Leader	2

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C203.01	Record Entries in a Reflective Journal	3
		C203.02	Employ Problem Solving	2
		C203.04	Participate in a Presentation Given by a Leader	2
		C203.05	Participate in Trust-Building Activities	1
		C203.06	Participate in Problem-Solving Activities	2
		C103.03	Participate in Teambuilding Activities	1
			<b>PO 303 - Total Mandatory</b>	<b>12</b>
			<b>PO 303 - Total Complementary</b>	<b>16</b>
X04	Track Participation in Physical Activities	MX04.01	Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities	3
		MX04.02	Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)	3
		MX04.03	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3
		CX04.01	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3
		CX04.02	Participate in Activities that Reinforce the Three Components of Physical Fitness	3
		CX04.03	Participate in a Cooking Class	3
		CX04.04	Attend a Personal Fitness and Healthy Living Presentation	3
		CX04.05	Attend a Local Amateur Sporting Event	3
			<b>PO X04 - Total Mandatory</b>	<b>9</b>
			<b>PO X04 - Total Complementary</b>	<b>15</b>
X05	Participate in Physical Activities	MX05.01	Participate in Physical Activities	9
		CX05.01	Participate in Physical Activities	9
		CX05.02	Participate in a Tournament	9
			<b>PO X05 - Total Mandatory</b>	<b>9</b>
			<b>PO X05 - Total Complementary</b>	<b>18</b>

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
306	Fire the Cadet Air Rifle During Recreational Marksmanship	M306.01	Participate in a Recreational Marksmanship Activity	3
		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
		C206.01	Practice Holding Techniques	1
		C206.02	Practice Aiming Techniques	2
		C206.03	Practice Firing Techniques	1
		C106.01	Participate in a Recreational Marksmanship Activity	6
			<b>PO 306 - Total Mandatory</b>	<b>3</b>
			<b>PO 306 - Total Complementary</b>	<b>15</b>
307	Serve in a Sea Cadet Corps	M307.01	Identify Phase Three Training Opportunities	1
		M307.02	Identify Year Three CSTC Training Opportunities	1
		M307.03	Recognize the Partnership Between the Navy League and DND in Support of the CCM	1
		C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU)	2
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer (CLO)	2
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada (NLC)	2
		C307.04	Participate in a Presentation on the Duke of Edinburgh Award Program	1
			<b>PO 307 - Total Mandatory</b>	<b>3</b>
			<b>PO 307 - Total Complementary</b>	<b>7</b>
308	Direct a Squad Prior to a Parade	M308.01	Prepare a Squad for Parade	3
		M308.02	Deliver Words of Command	1
		308 PC		0
		C308.01	Execute Flag Party Drill	4

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C308.02	Deliver Words of Command	2
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill with Arms	8
			<b>PO 308 - Total Mandatory</b>	<b>4</b>
			<b>PO 308 - Total Complementary</b>	<b>16</b>
309	Instruct a Lesson	M309.01	Explain Principles of Instruction	2
		M309.02	Identify Methods of Instruction	2
		M309.03	Describe Effective Speaking Techniques	1
		M309.04	Describe Questioning Techniques	1
		M309.05	Select Appropriate Instructional Aids	2
		M309.06	Plan a Lesson	2
		M309.07	Instruct a 15-Minute Lesson	3
		309 PC		0
		C309.01	Deliver a One-Minute Verbal Presentation	2
		C309.02	Plan a Lesson	2
		C309.03	Instruct a 15-Minute Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Plan a Drill Lesson	2
		C309.06	Instruct a 15-Minute Drill Lesson	3
			<b>PO 309 – Total Mandatory</b>	<b>13</b>
			<b>PO 309 – Total Complementary</b>	<b>13</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



PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		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>27</b>
X20	Participate in Canadian Armed Forces (CAF) Familiarization Activities	MX20.01A	Participate in a CAF Activity	-
		MX20.01B	Participate in a CAF Familiarization Tour	-
		MX20.01C	Fire the C7 Rifle	-
		MX20.01D	Participate in a Mess Dinner	-
		MX20.01E	Attend a CAF Presentation	-
		MX20.01F	Attend a CAF Commemorative Ceremony	-
		MX20.01G	Participate in CAF Video Activities	-
		MX20.01H	Participate in CAF Learning Stations	-
		CX20.01	Participate in CAF Familiarization Activities	18
			<b>PO X20 - Total Mandatory</b>	<b>6</b>
			<b>PO X20 - Total Complementary</b>	<b>18</b>
321	Rig a Lifting Device	M321.01	Describe Safety Procedures for Operating Lifting Devices	1
		M321.02	Rig Sheers	5
		321 PC		0
		C321.01	Rig Sheers	4
		C321.02	Rig a Standing Derrick	6
		C321.03	Rig a Gyn	6
		C321.04	Make a Monkey's Fist	3
		C321.05	Make a Turk's Head	3
		C221.01	Make a Back Splice	2
		C221.02	Make an Eye Splice	2

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C221.03	Make a Long Splice	2
		C121.01	Whip the End of a Line using West Country Whipping	1
		C121.02	Whip the End of a Line Using a Sailmaker's Whipping	2
		C121.03	Complete a Rolling Hitch	1
		C121.04	Complete a Marlin Hitch	1
			<b>PO 321 - Total Mandatory</b>	<b>6</b>
			<b>PO 321 - Total Complementary</b>	<b>33</b>
322	Attain Pleasure Craft Operator Competency Card	N/A	PCOC Written Test	
			<b>PO 322 - Total Mandatory</b>	<b>0</b>
			<b>PO 322 - Total Complementary</b>	<b>15</b>
323	Serve in a Naval Environment	M323.01	Perform Corps Duties	2
		323 EC 01		0
		323 PC		0
		C323.01	Communicate Using Flags and Pennants	4
		C323.02	Pipe Wakey Wakey	2
		C323.03	Pipe Hands to Dinner	3
		C223.01	Define Naval Terminology	1
		C223.02	Pipe the Side	1
		C123.01	Read the 24-hour Clock	1
		C123.02	Recite the Phonetic Alphabet	2
		C123.03	Participate in a Semaphore Exercise	5
			<b>PO 323 - Total Mandatory</b>	<b>2</b>
			<b>PO 323 - Total Complementary</b>	<b>19</b>
		X24	Sail a Sailboat IAW Sail Canada CANSail Level 1	MX24.01
MX24.02	Participate in a Sail Weekend			1 (Wknd)
	<b>PO X24 - Total Mandatory</b>			<b>1</b>
	<b>PO X24 - Total Complementary</b>			<b>0</b>

<b>PO No.</b>	<b>Performance Objective</b>	<b>EO No.</b>	<b>Enabling Objective</b>	<b>No. of Pd</b>
X25	Participate in a Nautical Training Weekend	CX25.01	Prepare for a Nautical Training Weekend	1
		CX25.02	Participate in a Nautical Activity	N/A (Wknd)
			<b>PO X25 - Total Mandatory</b>	<b>0</b>
			<b>PO X25 - Total Complementary</b>	<b>1</b>
N/A	Prepare for the Seamanship Inter-Divisional Competition			<b>1</b>
N/A	Participate in the Annual Ceremonial Review (ACR)			<b>3</b>

### TRAINING DAY/WEEKEND ALLOCATION

#### MANDATORY

Activity	Description	Time
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 X02, X05, 306 (Chapter 4, <a href="#">Section 7</a> ) are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (eg, infrastructure, resource availability, etc.).	2 Days
Sail	One weekend of sail training to be conducted IAW PO X24 (Chapter 4, <a href="#">Section 16</a> ).	1 Weekend
Seamanship Inter-Divisional Competition	A two-day competition in support of POs 303 and POs X20 (Chapter 4, <a href="#">Section 12</a> ) to 323 (Chapter 4, <a href="#">Section 15</a> ). 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

Activity	Description	Time
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 X02, X05, 306 (Chapter 4, <a href="#">Section 7</a> ) and/or 311 (Chapter 4, <a href="#">Section 11</a> ) are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (eg, infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO X25 (Chapter 4, <a href="#">Section 17</a> ).	1 Weekend
<b>Total Complementary</b>		<b>4 Days</b>

## SCHEDULING GUIDELINES

1. Schedule those activities that are set dates (eg, Remembrance Day activities, Regionally Directed Activities, TE activities [eg, sailing], School Breaks).
2. Schedule major and recurring activities (eg, PO X05 [Physical Activities], CO's Parades, Annual Ceremonial Review).
3. Schedule the following training activities early in the training year:
  - (a) PO 100 (Positive Social Relations for Youth),
  - (b) POs 107, 207, 307, 407 and 507 (General Cadet Knowledge),
  - (c) POs 303, 403 and 503 (Leadership), and
  - (d) POs 309 and 409 (Instructional Techniques).
4. Schedule any special considerations, such as:
  - (a) Schedule EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) four weeks after EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities);
  - (b) Schedule EO MX24.01 (Prepare for a Sail Weekend) prior to the corps' sail weekend;
  - (c) For the completion of POs 303, 403, and 503 (Leadership), consider leadership assignment opportunities for Phase Three, Four and Five cadets; leadership appointment opportunities for Phase Four and Five cadets; and leadership project opportunities for Phase Five cadets; and
  - (d) Schedule each Phase Four cadet into the Phase One and Two training schedules in order to complete EO M409.05 (Instruct a 30-Minute Lesson).
5. Schedule the remaining mandatory training (details located in the lesson specifications in Chapter 4).
6. Schedule selected complementary training.
7. Other considerations when developing the annual training schedule include:
  - (a) the training environment required for each activity:
    - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
    - (2) some activities will require the use of a special facility, such as a gymnasium or sports field; and
  - (b) the availability of a technical specialist, if required to conduct the activity;
8. Considerations when implementing the training program:
  - (a) Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.
  - (b) Training sessions need to be 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) Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

THIS PAGE INTENTIONALLY LEFT BLANK

## RESOURCE REQUIREMENTS

Quantities are based on a group of 30 cadets.

The resources required for complementary training and POs X01, X02, X04, X05 and X20 depend on the activities selected by the corps. Refer to A-CR-CCP-603/PF-001, *Royal Canadian Sea Cadets Phase Three Instructional Guides* for detailed lists of resources for each selected activity.

The following is a list of key items all corps require access to for the conduct of training.

<b>Item</b>	<b>Quantity</b>	<b>PO/EO</b>
DVD Player	1	X01/X05
Television	1	X01/X05
CD Player	1	X04
Leger's 20-m Shuttle Run Test CD	1	X04
Measuring tape	1	X04
Masking tape	1	X04
12-cm measuring strip	15	X04
Pylons	30	X04
Gym mats	15	X04
Cardboard/wooden box approximately 30 cm high	15	X04
Metre stick	15	X04
First Aid Kit	1	X05
Sunscreen - SPF 30 (minimum)	1	X05
Insect Repellent	1	X05
Cadet Air Rifle - Five-shot clip	45	306
Cadet Air Rifle - Rifle	15	306
Cadet Air Rifle - Safety Rod	15	306
Cadet Air Rifle - Single Pellet Adaptor	15	306
Marksmanship mats	15	306
Pellets - .177 calibre Air Rifle (250 Pack)	6	306
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	306
Pellet container	15	306
Safety goggles/glasses	15	306
Target - Grouping Target CCT2000GRTD	150	306
Target Frame	15	306
Stopwatch	1	309/321

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
Whistle	1	309
Pylons	10	321
Sheers Kit (See Annex A, Appendix 1)	1	321
Load of 22 kg (50 lbs) or less	1	321
Hook	30	321
Hard Hat	15	321
Knife with Lanyard	15	321
Boatswain's Call	10	323
Cleaning Supplies (for Boatswain's Call)	1	323



## 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,
- eight strops (made for spar),
- anti-twister,
- 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.

THIS PAGE INTENTIONALLY LEFT BLANK

## REFERENCES

### Texts Held by Corps

A-DH-201-000/PT-000 DHH3-2 (2001). *The canadian forces manual of drill and ceremonial*. Ottawa, ON: National Defence.

A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

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

CATO 14-31 Director Cadets (2007). *Director Cadets and Junior Canadian Rangers general safety program*. Ottawa: DND.

(ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, Sven (2001). *Basic sailing skills*. Kingston, ON: Canadian Yachting Association.

0-662-42286-4 Office of Boating Safety (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen of Right of Canada, as represented by Transport Canada.

### Additional References Used During Development

#### PO X01

Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of citizenship*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/resources/publications/discover/index.asp>.

Citizenship and Immigration Canada. (2011). *Host a citizenship ceremony*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/celebrate/ceremony.asp>.

[www.elections.ca](http://www.elections.ca) > teacher > *Canada at the Polls!* (Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013 from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>.)

Historica Dominica Institute. (2013). *Canadian citizenship challenge*. Retrieved March 26, 2013 from <http://www.citizenshipchallenge.ca/>.

Historica Dominion Institute. (2013). *Heritage minutes videos*. Retrieved March 13, 2013 from <https://www.historica-dominion.ca/content/videos>.

#### PO X02

Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

#### PO 303

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

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

(ISBN 0-934387-05-2) Collard, M. (2005). *No props: Great games with no equipment*. Beverly, MA: Project Adventure, Inc.

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

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

Nigro, N. (2008). *The everything coaching and mentoring book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.

(ISBN 978-1-57542-265-7) MacGregor, M. S. (2008). *Teambuilding with teens: Activities for leadership, decision making and group success*. Minneapolis, MN: Free Spirit Publishing.

Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, Vol. 50, No. 4, pp.370–396.

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

(ISBN 0-7872-6561-6) Sugarman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective learning: Theory and practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

(ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian oxford dictionary (2<sup>nd</sup> ed.)*. Don Mills, ON: Oxford University Press Canada.

(ISBN 978-0-9682160-2-1) Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing what counts: Self-assessment and goal setting*. Courtenay, BC: Building Connections Publishing Inc.

(ISBN 0-02864-207-4) Cole, K. (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

Colver, E., & Reid, M. (2001). *Peacebuilders 2: Peer helping*. Ottawa, ON: YouCAN.

MacDonald, K. (2002). *Interpersonal conflict resolution skills for youth. Module 1: Fundamentals of conflict resolution*. New Westminster, BC: Centre for Conflict Resolution.

Director Cadets. (2007). CATO 14-31 *Director Cadets and Junior Canadian Rangers general safety program*. Ottawa, ON: Department of National Defence.

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

Coleridge Education, College of St. Mark and St. John. (2002). *A consultation of supervision provision and training requirements across connexions partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20ExEx%20Sum.pdf>

(ISBN 978-1-56414-363-1) Ladew, D. P. (1998). *How to supervise people: Techniques for getting results through others*. Franklin Lakes, NJ: Career Press.

(ISBN 1-4134-1294-7) Sargent, G. (2003). *The little black book of supervision*. USA: Xlibris Corporation.

(ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Nashville, TN: Thomas Nelson Publishers.

(ISBN 0-7645-5176-0) Loeb, M., & Kindel, S. (1999). *Leadership for dummies*. New York, NY: Hungry Minds, Inc.

Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>.

Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>.

(ISBN 0-14-024272-4) Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

(ISBN 0-7894-4862-9) Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

(ISBN 0-7894-8006-9) Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

(ISBN 0-7894-3244-7) Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

(ISBN 0-7645-5408-5) Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

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

(ISBN 0-07-046513-4) Newstrom, J., & Scannell, E. (1998). *The big book of team building games*. New York, NY: McGraw-Hill.

(ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games that teach teams: 21 activities to super-charge your group!* San Francisco, CA: Jossey-Bass/Pfeiffer

#### PO X04

Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>

CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

The Cooper Institute. (n.d.). *Fitnessgram/activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

(ISBN 0-662-44467-1) Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

Health Canada. (2011). *Eat well and be active education toolkit*. Retrieved September 29, 2011, from <http://hcs-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/activitygram: Test administration manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.

Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc

ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from [www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx](http://www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx)

(ISBN 978-0-316-11350-2) Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.

#### PO X05

A-CR-CCP-150/PT-001 Chapman, J.R. Major, M.B.E. (1968). *Orienteering: An aid to training*. London, England: Hillside Printing & Publishing Co.

A-CR-CCP-151/PT-001 Canadian Orienteering Federation (1983). *Orienteering level 1 coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

*About ultimate*. (2006). Retrieved 27 April 2006, from [www.upa.org/ultimate](http://www.upa.org/ultimate)

(ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

0-3955-2808-9 Alter, J (1986). *Stretch and strengthen*. US: Judith Alter.

Body Bar. (2010). *Programs & education*. Retrieved October 5, 2011, from <http://www.bodybar.com/Programs-Education>

Canadian Orienteering Federation (1985). *Orienteering level two coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

0-7360-4602-X Clark, N (2003). *Nancy Clark's sports nutrition guidebook*. US: Nancy Clark.

(ISBN 978-0-7360-6675-4) Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

(ISBN 0-88011-807-5) Hanlon, Thomas (1998). *The sports rules book: essential rules for 54 sports*. USA: Human Kinetics Publishers.

The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>

Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

(ISBN 0-02-029265-1) Kjellstrom, Bjorn (1994). *Be expert with map & compass: The complete orienteering handbook*. New York, NY: Hungry Minds, Inc.

(ISBN 0-88962-630-8) LeBlanc, Janet and Dickson, Louise (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

Livestrong.com. (2011). *Beginner's pilates exercises*. Retrieved October 4, 2011, from <http://www.livestrong.com/article/452265-beginner-pilates-exercises/>

Men's Health. (2011). *The 5-minute six-pack abs*. Retrieved October 5, 2011, from <http://www.menshealth.com.sg/fitness/5-minute-six-pack-abs>

(ISBN 0-88011-463-0) Nideffer, R. PhD. (1992). *Psyched to win: How to master mental skills to improve your physical performance*. Champaign, IL: Leisure Press.

Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.

*Orienteering*. (2006). Retrieved 25 May 2006, from [www.orienteering.org](http://www.orienteering.org)

Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc.

Popovic, Srdjan. (2011). *10 skipping rope exercises for a better body*. Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>

*Ringette Canada*. (2006). Retrieved 27 April 2006, from [www.ringette.ca](http://www.ringette.ca)

*Roadcycling.com - Cycling info as it should be*. (2006). Retrieved 25 April 2006, from [www.roadcycling.com](http://www.roadcycling.com)

*Shelter Online*. (2006). Retrieved 25 April 2006, from [www.shelterpub.com](http://www.shelterpub.com)

Sports Fitness Advisor. (n.d.). *Medicine ball exercises*. Retrieved October 5, 2011, from <http://www.sport-fitness-advisor.com/medicine-ball-exercises.html>

Stott, Winifred (1987). *Armchair ORIENTEERING II: A practical guide to route planning*. Winnipeg, MB: Manitoba Orienteering Association.

Waehner, P. (n.d.). *Resistance band workout for beginners*. Retrieved October 5, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

*A walking club - Walkablock club of america*. (2006). Retrieved 25 April 2006, from [www.walkablock.com](http://www.walkablock.com)

*What is ultimate frisbee?* (2006). Retrieved 27 April 2006, from [www.whatisultimate.com](http://www.whatisultimate.com)

PO 306

CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.

Shooting Federation of Canada. (2007). *Shooting federation of Canada*. Retrieved November 2, 2007, from <http://www.sfc-ftc.ca/document.cfm?sectionID=39>.

Biathlon Canada. (2005). *Biathlon bears: Community coaching*. Ottawa, ON: Biathlon Canada.

Dominion of Canada Rifle Association. (2007). Retrieved October 4, 2007, from <http://www.dkra.ca/welcome.htm>

Ontario Rifle Association. (2003). *Ontario Rifle Association handbook for new member*. Haliburton County, ON: MilCun Marksmanship Complex.

Constantine, R. (1998). *Modern highpower competition: From beginner to master*. Manchester, CT: Precision Shooting Inc.

(ISBN 0-9655780-0-3) Pullum, B. & Hanenkrat, F. (1997). *The new position rifle shooting: Comprehensive guide to better target shooting*. Oak Harbor, OH: Target Sports Education Center.

PO 307

CATO 11-03 D Cdts. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence

Director Cadets 3. (2004). CATO 14-21 *Music training and education with the Canadian cadet organizations*. Ottawa, ON: Department of National Defence

CATO 31-03 D Cdts 2. (2006). *Sea Cadet program outline*. Ottawa, ON: Department of National Defence.

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

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

Navy League of Canada. (2008). *Scholarships & awards*. Retrieved April 7, 2008, from <http://www.navyleague.ca/eng/seacadets/awards.asp>

Duke of Edinburgh Award. (2008). *The award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.

Duke of Edinburgh Award. (2007). *Participant's record book*. Marham, ON: Langstaff Reed Printing Ltd.

PO 308

(ISBN 0-02-864207-4) Cole, K. (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

Optimal Breathing. (2007). *Posture and breathing*. Retrieved February 12, 2008, from <http://breathing.com/articles/posture.htm>.

AFMAN 36-2203 Department of the Air Force. (1996). *Drill and ceremonies*. Lackland, AFB, TX: Secretary of the Air Force.

A-PD-202-001/FP-000 Director Ceremonial 2. (1993). *Canadian Forces military bands and marches: Band instructions*. Ottawa, ON: Department of National Defence.

A-AD-200-000/AG-000 Director History and Heritage. (1999). *The honours, flags and heritage structure of the Canadian Forces*. Ottawa, ON: Department of National Defence.

Director Cadets 5. (1999). CATO 12-05 *Cadet flags and banners*. Ottawa, ON: Department of National Defence.

PO 309

A-P9-050-000/PT-006 *Canadian Forces individual training and education system. (1997). conduct of instructional programmes (Vol. 6)*. Ottawa, ON: Department of National Defence.

A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces individual training and education system (Vol. 5)*. Ottawa, ON: Department of National Defence

(ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of power presentations*. Toronto, ON: The Achievement Group.

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

A-P9-050-000/PT-004 Director Training and Education Policy. (1999). *Canadian Forces individual training and education system. (Vol. 4)*. Ottawa, ON: Department of National Defence.

Dynamic Flight, Inc. *Instructional aids and training technologies*. (2003). Retrieved March 20, 2008, from [http://www.dynamicflight.com/avcfibook/inst\\_aids/](http://www.dynamicflight.com/avcfibook/inst_aids/).

(ISBN 1-890460-02-8) Jenson, E. (1999). *Super teaching: Mastering strategies for building trainee success*. San Diego, CA: The Brain Store Inc.

PO 311

Biathlon Canada. (2005). *Biathlon bears: Community coaching*. Ottawa, ON: Biathlon Canada.

Cadets Canada. (n.d.). *Canadian Cadet Movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.

Director Cadets 4. (2007). CATO 14-42, *Biathlon common program*. Ottawa, ON: Department of National Defence.

(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.

(ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.

PO X20

A-AD-200-000/AG-000 Director Honours and Recognition. (1999). *The honours, flags and heritage structure of Canadian Forces*. Ottawa, ON: Department of National Defence.

A-AD-262-000/AG-000 Director of Physical Education, Recreation and Amenities. (1984). *Mess administration*. Ottawa, ON: Department of National Defence.

A-CR-050-801/PH-001 Directorate of Cadets 6. (2009). *Training plan DP1 Cadet Instructors Cadre: Basic Officer Training Course*. Ottawa, ON: Department of National Defence.

B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8 (Vol. 18)*. Ottawa, ON: Department of National Defence.

CFACM 1-900 Air Command. (2007). *Air command mess dinner procedures*. Ottawa, ON: Department of National Defence.



DVD Video Chadderton, H. C. (Producer) (2005). *The boys of Kelvin High: Canadians in Bomber Command*. Ontario: The War Amps of Canada.

DVD Video Chadderton, H. C. (Producer) (2000). *A WAR OF THEIR OWN: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.

DVD Video (2010). *The international fleet reviews of the Canadian navy centennial 2010*. Canada: Department of National Defence.

DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian Navy in the war against terrorism – 2001-2003*. Canada: Magic Light Publishing.

DVD Video Guilmain, C. (Director) (2012). *The Van Doos in Afghanistan*. National Film Board of Canada.

HMCS Queen Regina's Naval Reserve Division. (2009). *Chief Petty Officers & Petty Officers mess dinner naval customs*. Retrieved April 28, 2009, from <http://www.hmcsqueen.ca/cpomessdinner.pdf>.

Love, D.W. (1990). *Manual of Canadian naval etiquette*. Victoria, BC: VENTURE, The Naval Officer Training Centre.

ReadyAyeReady (2009). *Naval Toasts of the Day – Customs and Traditions: Naval toasts of the day*. Retrieved April 1, 2009 from <http://www.readyayeready.com/tradition/naval-toasts-of-theday.htm>.

#### PO 321

B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 fleet seamanship rigging and procedures manual*. Ottawa, ON.

Navy League of Canada. (2008). *NLP 101 flotilla and provincial seamanship competition manual*. Toronto, ON: Navy League of Canada.

(ISBN 11-770973-5) Royal Navy. (1972). *Admiralty manual of seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

(ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty manual of seamanship 1964 (Vol. 2)*. Cambridge, England: Her Majesty's Stationery Office.

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

(ISBN 0-11-772695-8) Command of the Defence Council. (1995). *BR 67 admiralty manual of seamanship*. London, England: Her Majesty's Stationery Office.

Fukahara, D. (2002). *Fancy knotting: An Introduction*. Vancouver, BC: David Fukahara.

PO 322

Department of Justice. (2005). *Criminal code*. Retrieved April 03, 2008, from <http://laws.justice.gc.ca/EN/C-46.htm>.

Department of Justice. (1992). *Contraventions act*. Retrieved April 03, 2008, from <http://laws.justice.gc.ca/EN/C-38.7.htm>.

(ISBN 0-662-42286-4) Office of Boating Safety (2006). *Safe boating guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada, as represented by Transport Canada.

Transport Canada. (2001). *Canada shipping act*. Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa2001/menu.html>.

Transport Canada. (2001). *Boating restrictions regulations*. Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/001/csa005/csa5-A.html>.

Transport Canada. (2001). *Small vessel regulations*. Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/070/csa076/csa76.html>.

Transport Canada. (2001). *Collision regulations*. Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa014/csa14.html>.

Transport Canada. (2001). *Charts and nautical publications regulations*. Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa011/csa11.html>.

Office of Boating Safety. (n.d.). *Boating safety course standard: Task listing*. Ottawa, ON: Transport Canada.

(ISBN 1-894070-56-9) St. John Ambulance. (2006). *First on the scene student reference guide*. Ottawa, ON: St. John Ambulance.

B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 seamanship rigging and procedures manual*. Ottawa, ON: Department of National Defence.

Transport Canada. *Collision regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa014/csa14.html>.

Transport Canada. *TP14352 rules of the road*. (2007). Retrieved April 18, 2008, from <http://www.tc.gc.ca/Publications/bil/TP14352/PDF/HR/TP14352EF.pdf>.

Transport Canada. *TP14541 lateral buoys and standard daybeacons*. (2007). Retrieved April 18, 2008, from <http://www.tc.gc.ca/Publications/bil/TP14351/PDF/HR/TP14541EF.pdf>.

Transport Canada. *TP14542 cardinal buoys and special buoys*. (2007). Retrieved April 18, 2008, from <http://www.tc.gc.ca/Publications/bil/TP14352/PDF/HR/TP14542EF.pdf>.

Transport Canada. *Charts and nautical publications regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa011/csa11.html>.

PO 323

Director Cadets 4. (1994). CATO 31-01 *Sea Cadet corps' standardized standing orders*. Ottawa, ON: Department of National Defence.

Chief of the Maritime Staff/Staff Officer Heritage. (2004). *Manual of ceremony for HMC Ships, submarines and naval reserve divisions*. Ottawa, ON: Department of National Defence.

North American Treaty Organization. (2003). MTP 1(D), *Multinational maritime tactical signal and manoeuvring book (Vol. 2)*. Washington, DC: Custodian North American Treaty

Organization Standardization Agency.

Canadian Navy. (2006). *Youth section—Pipe sounds*. Retrieved February 28, 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=506](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506).

(ISBN 11-770973-5) Royal Navy. (1972). *Admiralty manual of seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

Ready Aye Ready. (n.d.). *The boatswain's call*. Retrieved February 19, 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

THIS PAGE INTENTIONALLY LEFT BLANK

## **CHAPTER 3**

### **CADET EVALUATION**

#### **PURPOSE**

1. This chapter outlines the evaluation requirements for achievement of Phase Three qualification.

#### **LEARNER EVALUATION**

2. During Phase Three, a combination of formative and summative evaluation will be used to track cadets' progress.
3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize cadets' progress or difficulties 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.
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 is used at the end of a phase of instruction. Details for assessment of learning are located 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 Three 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.

## CP DEVELOPMENTAL PERIODS (DPS)

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

9. A DP is a time frame, during a cadet's progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the 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 Three 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, conducts, 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 questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;
  - (2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;

- (3) **Performance Assessment.** This assessment method is based on observation and judgment; the performance or product is observed and determination is made as to its quality; and/or
- (4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

### **ASSESSMENT INSTRUMENTS**

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

### **MONITORING CADET PROGRESS**

14. Cadets must meet the standard of behaviour and conduct expected from all cadets. During cadet interviews and personal counselling, the Phase Three Course Officer should adopt a proactive approach towards difficulties.

15. The Phase Three Course Officer should meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Phase Three qualification (assessment for learning) and to provide feedback on overall performance. The Phase Three Course Officer shall meet with each cadet at the end of the training year to review the completed *Phase three Qualification Record*. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

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

### **TRAINING COUNSELLING SESSION**

17. A training counselling session is used when a cadet is having difficulties progressing and an intervention is required to set goals for corrective action and/or remedial instruction. The Trg O is responsible for conducting training counselling sessions, except in the case of cadet rank promotions for which the CO is responsible. Guidelines for conducting training counselling sessions are located at Annex E and the Training Counselling Session Form is located at Annex E, Appendix 1.

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

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

### **PHASE THREE QUALIFICATION STANDARD**

19. The minimum standard for Phase Three 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 Three Qualification Record located at Chapter 3, Annex C.

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

20. 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 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 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.

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

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

23. Only cadets who have achieved Phase Two qualification may be granted a waiver.

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

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

#### **PHASE THREE CERTIFICATE OF QUALIFICATION**

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



**CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS**

Developmental Period (DP)	Developmental Period 1 (DP1)			Developmental Period 2 (DP2)			Developmental Period 3 (DP3)
<b>Ages</b>	12 - 14			15 - 16			17 - 18
<b>Years</b>	Y1	Y2	Y3	Y4	Y5+		
<b>DP Overview</b>	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.						
<b>Age-Appropriate Learning</b>	<b>Experience-based</b>			<b>Developmental</b>			<b>Competency</b>
<b>DP Description</b>	The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.			The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.			The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.
<b>Assessment Expectation</b>	<b>Participatory</b>			<b>Baseline Proficiency</b>			<b>Enhanced Proficiency</b>
<b>Assessment Purpose</b>	<ul style="list-style-type: none"> <li>Stimulation and maintenance of an enhanced interest in the CP</li> </ul> <p><b>Note:</b> 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><b>Note:</b> 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 CP 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>

THIS PAGE INTENTIONALLY LEFT BLANK

ASSESSMENT OF LEARNING PLAN – PHASE THREE

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO X01 – Participate in Citizenship Activities</b>								
X01 PC	PO X01	To have the cadet participate in a citizenship activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one citizenship activity.	Anytime.	Nil.	Nil.
<b>PO X02 – Perform Community Service</b>								
X02 PC	PO X02	To have the cadet participate in community service.	Nil.	Nil.	The cadet is observed participating in a minimum of one community service activity.	Anytime.	Nil.	Nil.
<b>PO 303 – Perform the Role of a Team Leader</b>								
303 PC	PO 303	To assess the cadet's ability to perform the role of Team Leader.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing the role of a Team Leader. The performance is then discussed with the cadet.	Ongoing throughout the training year.	Appendix 1	Nil.
<b>PO X04 – Track Participation in Physical Activities</b>								
X04 PC	PO X04	To assess the cadet's participation in regular physical activity.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's physical activity tracker is reviewed.	During EO MX04.02.	Physical Activity Tracker Appendix 2	Nil.
<b>PO X05 – Participate in Physical Activities</b>								
X05 PC	PO X05	To have the cadet participate in physical activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one physical activity.	Anytime.	Nil.	Nil.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship</b>								
306 PC	PO 306	To have the cadet participate in recreational marksmanship.	Nil.	Nil.	The cadet is observed participating in a minimum of one recreational marksmanship activity.	Anytime.	Nil.	Nil.
<b>PO 307 – Serve in a Sea Cadet Corps</b>								
307 PC	PO 307	To have the cadet participate in Phase Three training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training activities.	Anytime.	Nil.	Nil.
<b>PO 308 – Direct a Squad Prior to a Parade</b>								
308 PC	PO 308	To assess the cadet's ability to prepare a squad for parade.	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for corps opening and closing parades.	Appendix 3	Nil.
<b>PO 309 – Instruct a Lesson</b>								
309 PC	PO 309	To assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07	Appendix 4	Assistance is denied.
<b>PO 311 – Participate in a Recreational Summer Biathlon Activity</b>								
Nil.								

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO X20 – Participate in CAF Familiarization Activities</b>								
X20 PC	PO X20	To have the cadet participate in CAF familiarization.	Nil.	Nil.	The cadet is observed participating in a minimum of one CAF familiarization activity.	Anytime.	Nil.	Nil.
<b>PO 321 – Rig a Lifting Device</b>								
321 PC	PO 321	The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.	Product and Reasoning	Performance Assessment	The cadet is observed while rigging, operating and de-rigging sheers.	Ongoing during conduct of lessons related to EO M321.02.	Appendix 5	Nil.
<b>PO 323 – Serve in a Naval Environment</b>								
323 EC 01	EO M323.01	The purpose of this EC is to assess the cadet's knowledge of the corps' organizational structure.	Knowledge	Selected Response	The cadet is asked to identify corps' structure by using organization charts.	Upon completion of lessons related to EO M323.01.	Appendix 6	Nil.
323 PC	PO 323	The purpose of this PC is to assess the cadet's ability to perform the duties of the Quartermaster.	Skill	Performance Assessment	The cadet is observed while performing the duties of the Quartermaster.	Ongoing throughout the training year.	Appendix 7	Nil.
<b>PO X24 – Sail a Sailboat IAW Sail Canada CANSail Level 1</b>								
As per Sail Canada CANSail Level 1 Checklist and Rubric.								
<b>PO X25 – Participate in a Nautical Training Weekend</b>								
Nil.								

THIS PAGE INTENTIONALLY LEFT BLANK

## **303 PC – ASSESSMENT INSTRUCTIONS**

---

### **PREPARATION**

---

#### **PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Phase Three cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

#### **PRE-ASSESSMENT ASSIGNMENT**

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

#### **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 judgement 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.

#### **RESOURCES**

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

#### **ASSESSMENT ACTIVITY LAYOUT**

As per the leadership assignment.

## ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- **Incomplete,**
- **Completed with difficulty,**
- **Completed without difficulty, or**
- **Exceeded standard.**

Make notes of observations to provide descriptive post-assessment feedback.

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



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

7. Have the cadet assess their performance on their Assessment Rubric.

---

## POST-ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - (a) **Incomplete.** Overall, the cadet has not achieved the performance standard;
  - (b) **Completed With Difficulty.** Overall, the cadet has achieved the performance standard with difficulty;
  - (c) **Completed Without Difficulty.** Overall, the cadet has achieved the performance standard without difficulty; or
  - (d) **Exceeded Standard.** Overall, the cadet has exceeded the performance standard.
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 Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

#### **PROVIDING ASSESSMENT FEEDBACK**

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

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 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 rubric.

**303 PC ASSESSMENT RUBRIC**

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

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

	<b>Incomplete</b>	<b>Completed With Difficulty</b>	<b>Completed Without Difficulty</b>	<b>Exceeded the Standard</b>
<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 Cadets</b>	Did not supervise cadets.	Only supervised cadets 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 the problem(s).		Solved the problem(s).	
<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.	

*This form shall be reproduced locally.*

**Assessor's Feedback:**

Effectiveness of problem solving (describe how the leader made use of the team, the resources and the time allotted, etc).

Effectiveness of the leadership assignment (describe how the leader made use of the team, the resources and the time allotted, etc).

Check One	PO 303 Overall Assessment			
	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard.	The cadet has achieved the performance standard with difficulty.	The cadet has achieved the performance standard without difficulty.	The cadet has exceeded the performance standard.

**Assessor's Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_

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

*This form shall be reproduced locally.*

## **POSSIBLE YEAR THREE COMMON LEADERSHIP ASSIGNMENTS**

### **RECREATIONAL MARKSMANSHIP ASSIGNMENTS**

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

### **SUMMER BIATHLON ASSIGNMENTS**

- Set up range for summer biathlon.
- Conduct a warm-up activity prior to participating in summer biathlon.
- Control pellets for summer biathlon.
- Conduct a cool-down activity after participating in summer biathlon.
- Tear down the range after summer biathlon.

### **RECREATIONAL SPORTS ASSIGNMENTS**

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

### **WEEKLY PARADE CADET NIGHT ASSIGNMENTS**

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down dais area after a parade.
- Tear down flags and parade markers after a parade.

### **WEEKLY CADET NIGHT ASSIGNMENTS**

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff the canteen.

- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

#### **COMMUNITY SERVICE LEADERSHIP ASSIGNMENTS**

- Organize a team during a community service activity.
- Conduct a concurrent activity during community service activity.
- Complete a final garbage sweep after a community service activity.

#### **OTHER LEADERSHIP ASSIGNMENT POSSIBILITIES**

- Embark and disembark personnel on vehicles during transportation.
- Conduct uniform inspection of year one cadets.
- Collect and dispose of garbage after parade night.
- Collect, sort and dispose of recycling after parade night.
- Turn off lights and close windows after parade night.

#### **PRIOR TO A WEEKEND ACTIVITY**

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

#### **SETTING UP FOR WEEKEND TRAINING**

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

#### **ROUTINE TASKS THAT MAY OCCUR DURING WEEKEND TRAINING**

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.
- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

**SECURE WEEKEND TRAINING**

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.
- Load group equipment and supplies.
- Complete a final garbage sweep.

**AFTER WEEKEND TRAINING**

- Unload equipment and supplies.
- Collect personal equipment.

## 304 PC – PERSONAL FITNESS AND HEALTHY LIVING – ASSESSMENT INSTRUCTIONS

---

### GENERAL

---

No time is allotted for this PC, as it is to be administered whenever the cadet hands in their completed Physical Activity Tracker.

The Physical Activity Tracker and the requirements of this PC are covered during EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities).

---

### PRE-ASSESSMENT INSTRUCTIONS

---

1. Gather the 304 PC Personal Fitness and Healthy Living Assessment Form.
2. Meet with the cadet to ensure they have received the Physical Activity Tracker, and that they are familiar with the assessment requirements.



MVPA (moderate- to vigorous-intensity physical activity) is a combination of moderate and vigorous intensity activity:

- Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, skating or bike riding).
- Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath' (eg, running or rollerblading).

### CONDUCT OF ASSESSMENT

---

1. Have the cadet complete their Physical Activity Tracker and meet with them as required to deal with any difficulties that may arise. Make notes of observations.
  2. Once the cadet has completed the Physical Activity Tracker, evaluate their performance using the assessment form.
  3. Conduct a debriefing. Ask the cadet what they felt went well and what they would improve upon if the assessment was given to them again.
  4. Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed 304 PC Personal Fitness and Healthy Living Assessment Form.
- 

### POST-ASSESSMENT INSTRUCTIONS

---

1. Place a copy of the 304 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.
2. Record the overall result on the Phase Three Qualification Record.

**304 PC - PERSONAL FITNESS AND HEALTHY LIVING  
 ASSESSMENT FORM**

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

**Assessor's Feedback:**

Check One	PO 304 Assessment Results				
	Incomplete		Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks.			The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 16 days over four consecutive weeks.	The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days or more over four consecutive weeks.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This form shall be reproduced locally.*



## 308 PC – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 308 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the Assessment Checklist for each section.

Ensure each cadet has received an aide-mémoire card, listing the requisite drill sequence.

#### PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the Assessment Checklist and become familiar with the material prior to the assessment.

#### ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet directing a squad prior to a parade.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this PC is to assess the cadet's ability to direct a squad prior to a parade.

#### RESOURCES

PO 308 PC Assessment Checklist.

#### ASSESSMENT ACTIVITY LAYOUT

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

#### ASSESSMENT ACTIVITY INSTRUCTIONS



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



After observing each skill being performed, make a judgement 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 use of the aide-mémoire card. The cadet directed the squad, but failed to correctly deliver the words of command or the cadet had a poor bearing while delivering the words of command.
- **Completed Without Difficulty.** The skill was completed without difficulty, assistance or use of the aide-mémoire card. The cadet maintained a good bearing and correctly and clearly delivered the words of command.

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

1. Assess the cadet's performance for each skill and record the results on the Assessment Form.
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 to **Completed Without Difficulty**.

---

### POST-ASSESSMENT INSTRUCTIONS

---

#### 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.
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 Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

#### PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results and give a copy of the Performance Assessment Form to the cadet.

**308 PC ASSESSMENT CHECKLIST**

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

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

**Analytical Performance Assessment:**

Direct a Squad Prior to a Parade	Incomplete	Completed With Difficulty	Completed Without Difficulty
Fall in a squad.			
Call the roll.			
Size in a single rank and reform in threes (twos).			
Dress a squad.			
Inspect a squad.			
Hand over a squad.			

**Assessor's Feedback:**

Check One	PO 308 Overall Assessment				
	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 skills.	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.	N/A.	

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This form shall be reproduced locally.*

THIS PAGE INTENTIONALLY LEFT BLANK

## 309 PC – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 309 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 309 PC Assessment Checklist.

#### PRE-ASSESSMENT ASSIGNMENT

Each cadet is to plan a 15-minute lesson for instruction IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10). Each cadet is to prepare a written lesson plan and an appropriate instructional aid(s) to be used for the instruction of that lesson.

#### ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadets' performance in instructing and the product of their lesson plan and make a judgment on its quality.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this assessment is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).

#### RESOURCES

IAW the EO M309.06 (Plan a Lesson, Chapter 4, Section 10) and EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

#### ASSESSMENT ACTIVITY LAYOUT

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

#### ASSESSMENT ACTIVITY INSTRUCTIONS

This PC is assessed during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

The PC Assessment Checklist is to be used in conjunction with the *Instructional Techniques Assessment Form* (A-CR-CCP-603/PF-001, Chapter 9, Annex S) used in the conduct of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).



Criteria for assessing the cadets' ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s) is assessed as:

- **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
- **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).
- **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).

Make notes of observations to provide descriptive post-assessment feedback.

Each cadet prior to the start of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10), will be required to:

- plan a 15-minute lesson IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10);
- develop a written lesson plan; and
- develop an appropriate instructional aid(s).

Each cadet shall arrive prepared to instruct a lesson during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10). During the time allotted for this lesson each cadet will:

- provide a copy of their written lesson plan to the assessor;
- prepare the classroom/training area for their lesson;
- instruct a 15-minute lesson using the following:
  - an appropriate method(s) of instruction; and
  - an appropriate instructional aid(s); and
- participate in a brief feedback session with the assessor upon completion of the lesson.

Each cadet will be required to complete this without assistance.

---

## POST ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - (a) **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
  - (b) **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).
  - (c) **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).

- (d) **Exceeded Standard.** If the instruction of the lesson was completed beyond the level expected of a Phase Three cadet. In addition to meeting the requirements of *Completed Without Difficulty*, the cadet consistently demonstrated other instructional techniques IAW the *Instructional Techniques Assessment Form*.
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 Performance Assessment Form is attached to the cadet's training file.
  5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

### **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 Instructional Techniques Assessment Form and 309 PC Assessment Checklist.

The grey areas of the Instructional Techniques Assessment Form are those applicable to the 309 PC (eg, the standard required for the achievement of PO 309, Chapter 4, [Section 10](#)). The remainder of the form is intended solely for the purposes of assessment for learning and providing the cadets with the feedback they need to improve their skills.

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

**309 PC ASSESSMENT CHECKLIST**

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

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

	<b>Incomplete</b>	<b>Completed With Difficulty</b>	<b>Completed Without Difficulty</b>
	The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or the need for assistance.
<b>Lesson Plan</b>			
Introduction			
Body			
End of Lesson Confirmation			
Conclusion			
<b>Assessment of Lesson Plan (Check One)</b>			

<b>Method(s) of Instruction</b>			
Method chosen was appropriate to the lesson content.			
Method was used correctly in the conduct of the lesson.			
<b>Method(s) of Instruction (Check One)</b>			

<b>Instructional Aid(s)</b>			
Relevance			
Ease of Use			
<b>Instructional Aid(s) (Check One)</b>			



**Assessor's Feedback:**

Check One	PO 309 Overall Assessment					
	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 skills.		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, in addition to meeting the requirements of <i>Completed Without Difficulty</i> , the cadet consistently demonstrated other instructional techniques IAW the <i>Instructional Techniques Assessment Form</i> .

**Assessor's Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_

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

*This form shall be reproduced locally.*

THIS PAGE INTENTIONALLY LEFT BLANK

## 321 PC – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 321 PC Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 321 PC Group Checklist and 321 PC Assessment Checklist.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Performance assessment to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.

#### RESOURCES

IAW EO M321.02 (Rig Sheers, Chapter 4, Section 13).

#### ASSESSMENT ACTIVITY LAYOUT

IAW EO M321.02 (Rig Sheers, Chapter 4, Section 13).

#### ASSESSMENT ACTIVITY INSTRUCTIONS

This PC can be conducted concurrently during the conduct of lessons related to EO M321.02 (Rig Sheers, Chapter 4, Section 13).

Observe each cadet while participating in the activities related to EO M321.02 (Rig Sheers, Chapter 4, Section 13) and make a judgement based on their performance.



After observing each skill being performed, make a judgement 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 or assistance.
- **Completed Without Difficulty.** The skill was completed without difficulty or assistance.

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



The assessment activities are conducted with each cadet performing as part of a four-member team IAW EO M321.02 (Rig Sheers, Chapter 4, Section 13). This PC consists of three areas of assessment:

- Safety,
- Rigging, and
- Operation.

The area of safety shall be assessed on an individual bases.

The areas of rigging and operation are assessed based on the performance of the team as a whole and each of the four cadets shall receive the same assessment in these areas. The only exception to this would be if the assessor deemed it necessary to remove an individual cadet due to a safety infraction, in which case the cadet removed shall receive an assessment of incomplete. The remaining cadets shall proceed by substituting in a fourth cadet.

---

## POST-ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

1. A group checklist has been provided for ease of use while conducting the assessment. Upon completion of the assessment, the results shall be recorded on the 321 PC Assessment Checklist, to be completed for each cadet.
2. Indicate the overall performance assessment on the assessment checklist as:
  - (a) **Incomplete.** The cadet did not attempt or complete the assessment.
  - (b) **Completed With Difficulty.** The assessment was completed with difficulty and/or assistance was required.
  - (c) **Completed Without Difficulty.** The task was completed with no difficulty and no assistance.
3. Record notes made in the assessor's feedback section of the Assessment Checklist.
4. Sign and date the Assessment Checklist.
5. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
6. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

### PROVIDING ASSESSMENT FEEDBACK

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

321 PC GROUP CHECKLIST

Name	Safety			Rigging								Operation						Comments
	Personal Conduct	Wearing Personal Safety Equipment	Adherence To Danger Zone Protocol	Spars	Head Lashing	Topping Lift	Main Purchase	Strops	Splay Tackle	Heel Tackles	Tag Line	Raising the Sheers	Hooking on a Load	Raising the Load	Securing the Load Line	Lowering the Load	Lowering the Sheers	
<b>Group 1</b>																		
1.																		
2.																		
3.																		
4.																		
<b>Group 2</b>																		
1.																		
2.																		
3.																		
4.																		
<b>Group 3</b>																		
1.																		
2.																		
3.																		
4.																		
I-Incomplete																	D-Completed with difficulty	W-Completed without difficulty

**321 PC ASSESSMENT CHECKLIST**

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

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

	<b>Incomplete</b>	<b>Completed With Difficulty</b>	<b>Completed Without Difficulty</b>	<b>Exceeded Standard</b>
	The cadet has not completed the tasks.	The cadet has completed the tasks with difficulty.	The cadet has completed the tasks without difficulty.	N/A.
<b>Safety</b>				
Personal Conduct				
Wearing Personal Safety Equipment				
Adherence to Danger Zone Protocol				
<b>Safety (Check One)</b>				

<b>Rigging</b>				
Spars				
Head Lashing				
Topping Lift				
Main Purchase				
Strops				
Splay Tackle				
Heel Tackles				
Tag Line				
<b>Rigging (Check One)</b>				

<b>Operation</b>				
Raising the Sheers				
Hooking on the Load				
Raising the Load				
Securing the Load Line				
Lowering the Load				
Lowering the Sheers				
<b>Operation (Check One)</b>				

**Assessor's Feedback:**

Check One	PO 321 Overall Assessment					
	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.	N/A.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This form shall be reproduced locally.*

THIS PAGE INTENTIONALLY LEFT BLANK



## 323 EC 01 – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 323 EC 01 Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 323 EC 01 Checklist.

Photocopy the blank organization charts for each cadet.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Selected response was chosen as it allows the assessor to ask the cadets to identify their knowledge through selecting or generating short responses to chosen questions.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this assessment is to assess the cadets' knowledge of the corps' organizational structure.

#### RESOURCES

Blank organization charts for each cadet.

#### ASSESSMENT ACTIVITY LAYOUT

N/A.

#### ASSESSMENT ACTIVITY INSTRUCTIONS



Criteria for understanding the corps' organizational structure is assessed as:

**Incomplete.** The task was not attempted or completed.

**Completed With Difficulty.** The task was completed with difficulty and/or assistance was required.

**Completed Without Difficulty.** The task was completed without difficulty or assistance.

Make notes of observations to provide descriptive post-assessment feedback.

323 EC 01 has no time allotted. The blank organization charts shall be passed out during the conclusion to EO M323.01 (Perform Corps Duties, Chapter 4, Section 15) and completed as homework. The cadets shall be required to pass this in to the instructor on the training night one week after EO M323.01 (Perform Corps Duties, Chapter 4, Section 15) has been instructed.

Each cadet will be required to complete the following:

- the functional organization chart,
- the duty personnel organization chart, and
- one of the given options of the training organization charts.

---

## POST ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
  - (a) **Incomplete.** The cadet did not attempt or complete the assessment.
  - (b) **Completed With Difficulty.** The assessment was completed with difficulty and assistance was required.
  - (c) **Completed Without Difficulty.** The task was completed with no difficulty and no assistance.
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 Performance Assessment Form is attached to the cadet's training file.
5. The overall result will be recorded on the 323 PC Checklist located at Annex B, .

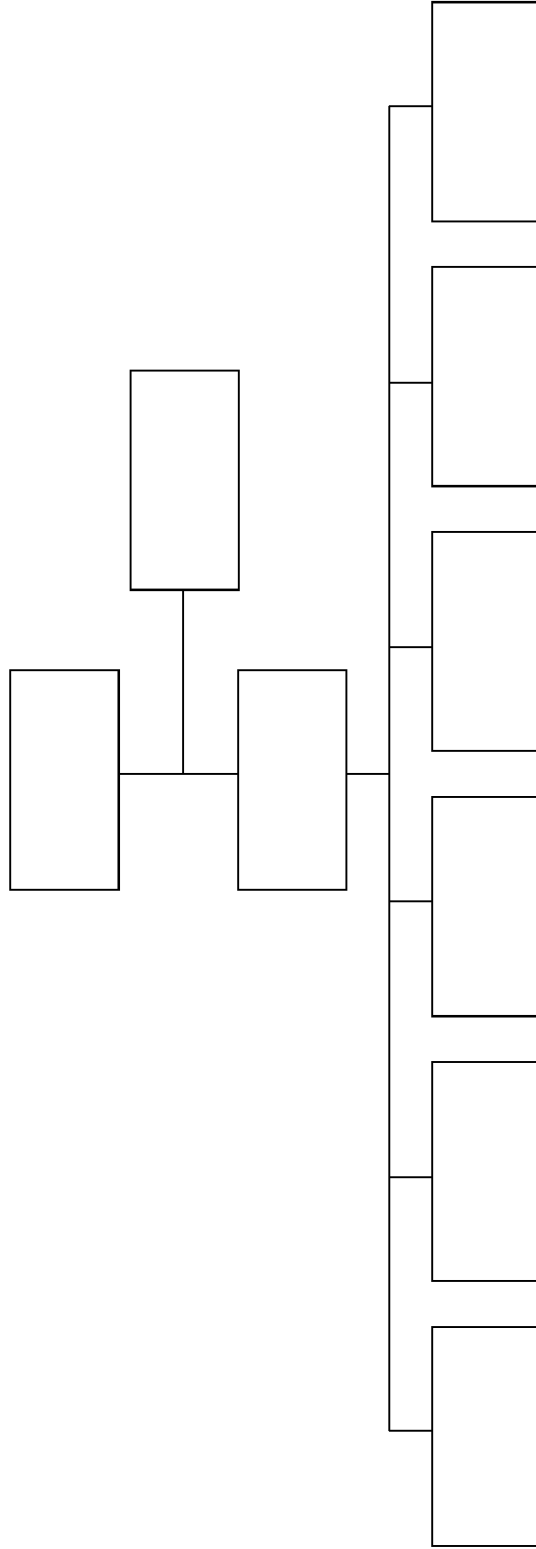
### PROVIDING ASSESSMENT FEEDBACK

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

**FUNCTIONAL ORGANIZATION CHART**

Name: \_\_\_\_\_

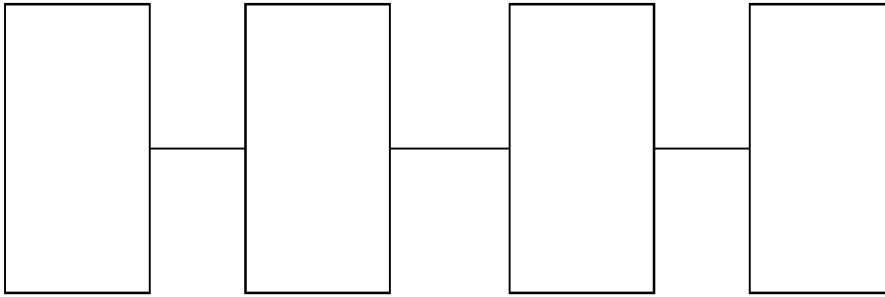
Fill in each box with the position title and name of the person who holds this position at the corps.



This form shall be reproduced locally.

**DUTY PERSONNEL ORGANIZATION CHART**

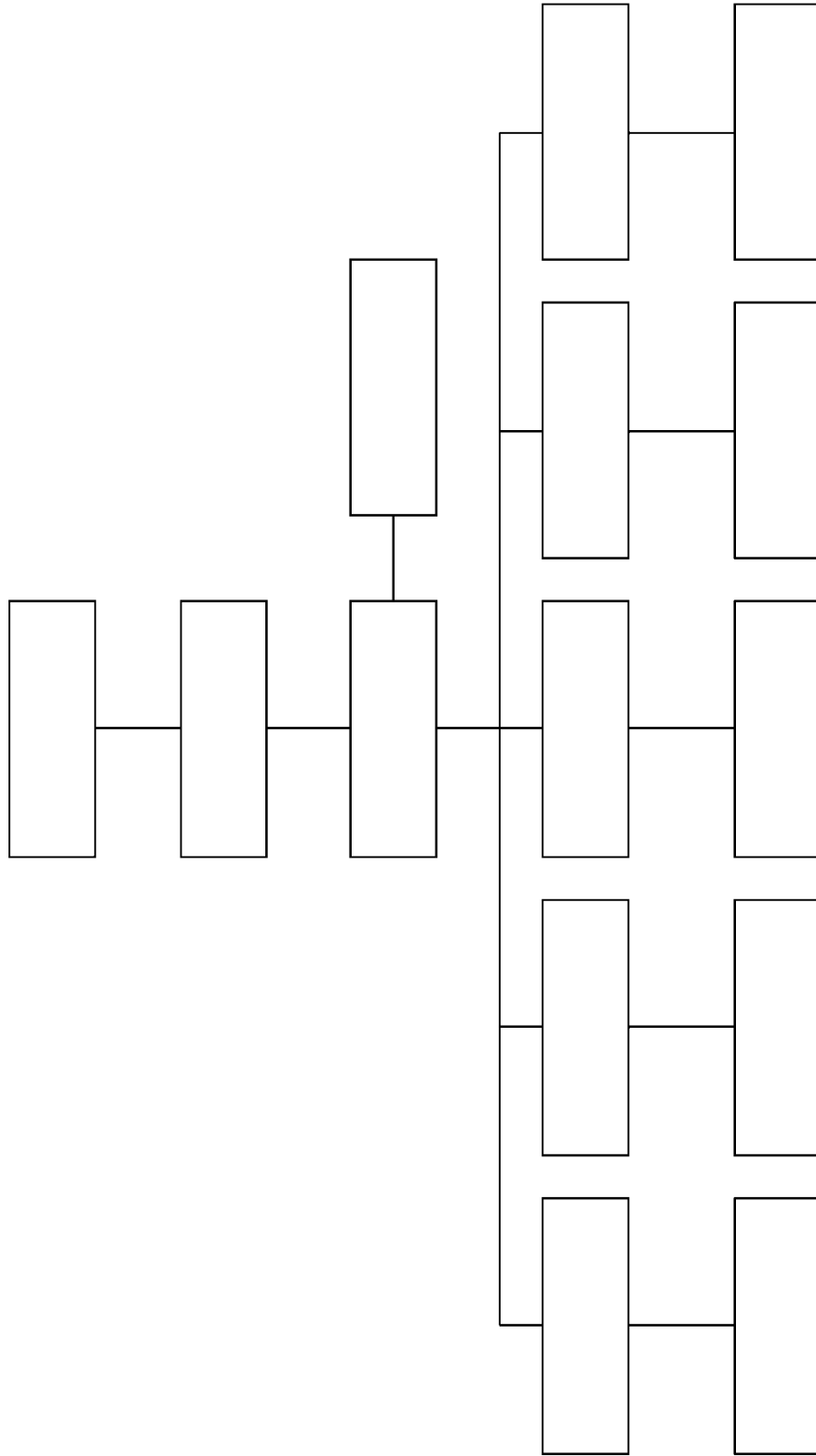
Fill in each box with the position title.



This form shall be reproduced locally.

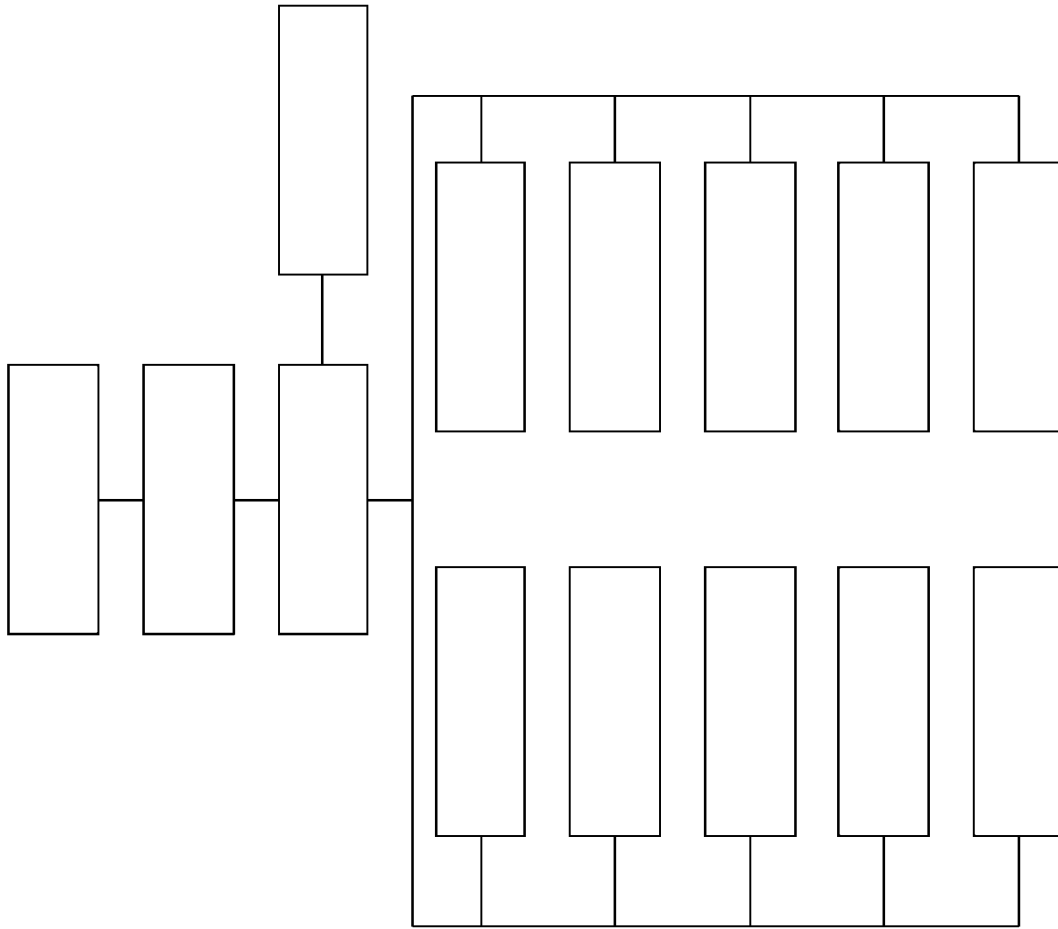
**TRAINING ORGANIZATION CHART – OPTION ONE**

Fill in each box with the position title on either option one or option two of the Training Organization Charts.



This form shall be reproduced locally.

TRAINING ORGANIZATION CHART – OPTION TWO



This form shall be reproduced locally.

**323 EC 01 ASSESSMENT CHECKLIST**

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

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

EO 323.01 EC	EO Assessment		
	Incomplete	Completed With Difficulty	Completed Without Difficulty
	The cadet did not attempt or complete the assessment.	The cadet completed the assessment with difficulty or required assistance.	The cadet completed the assignment with no difficulty and did not require assistance.
Corps' Organizational Structure			

**Assessor's Feedback:**

Assessor's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This form shall be reproduced locally.*

THIS PAGE INTENTIONALLY LEFT BLANK



## 323 PC – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 323 PC Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 323 PC Checklist.

Ensure each cadet has access to the quartermaster's Terms of Reference and the Quartermaster Reference Guide from EO M323.01 (Perform Corps Duties, Chapter 4, Section 15).

No time is scheduled for this assessment. Each cadet will be required to act as quartermaster at various times throughout the training year and will be assessed at this time by the Officer of the Day (OOD).

Develop a schedule for Phase Three cadets to perform the duties of quartermaster. Each cadet must rotate through the schedule at least once after the completion of lessons related to EO M323.01 (Perform Corps Duties, Chapter 4, Section 15).

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadets' performance in performing the duties of Quartermaster.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this assessment is to assess the cadets' ability to perform the duties of the Quartermaster.

#### RESOURCES

- Boatswain's call,
- Cleaning supplies,
- Corps' broadcast system (if available),
- Ensign (or other flag),
- Ship's bell,
- Quartermaster's Terms of Reference from EO M323.01 (Perform Corps Duties, Chapter 4, Section 15), and
- Quartermaster Reference Guide from EO M323.01 (Perform Corps Duties, Chapter 4, Section 15).

#### ASSESSMENT ACTIVITY LAYOUT

The quartermaster will stand duty in the immediate vicinity of the brow (main entrance) and shall not leave the area except to carry out duties required of them as quartermaster.

## ASSESSMENT ACTIVITY INSTRUCTIONS

Each cadet will be required to perform the duties of quartermaster throughout the training year, by performing the following:

- running colours and sunset, to include:
  - organizing the colour party;
  - piping the still; and
  - piping the carry on;
- maintaining the corps' routine and controlling of the corps' broadcast system, to include:
  - ringing the ship's bell; and
  - making pipes or using the corps' broadcast system;
- controlling the brow, to include:
  - identifying all personnel coming aboard or leaving the ship (training location);
  - ensuring that no unauthorized material is taken ashore; and
  - controlling the ship's log; and
- ensuring the cleanliness of the brow area.

---

## POST ASSESSMENT INSTRUCTIONS

---

### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
  - (a) **Incomplete.** If anything on the checklist was not demonstrated;
  - (b) **Completed With Difficulty.** If all items on the checklist were demonstrated but some were demonstrated with difficulty or assistance;
  - (c) **Completed Without Difficulty.** If all items on the checklist were demonstrated without difficulty or without the need for assistance; or
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 Performance Assessment Form is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

### PROVIDING 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.

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

**323 PC ASSESSMENT CHECKLIST**

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

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

	<b>Incomplete</b>	<b>Completed With Difficulty</b>	<b>Completed Without Difficulty</b>
	The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or the need for assistance.
<b>Run Colours and Sunset</b>			
Organize the Colour Party			
Pipe the Still			
Pipe the Carry On			
<b>Run Colours and Sunset (Check One)</b>			

<b>Maintain the Corps Routine and Control the Corps' Broadcast System</b>			
Ring the Ship's Bell			
Make Pipes/Use the Corps Broadcast System			
<b>Maintain the Corps Routine and Control the Corps' Broadcast System (Check One)</b>			

<b>Control the Brow</b>			
Identify All Personnel Coming Aboard or Leaving the Ship (Training Location)			
Ensure no Unauthorized Material is Taken Ashore			
Control the Ship's Log			
Ensure the Brow is Clean and Tidy			
<b>Control the Brow (Check One)</b>			

*This form shall be reproduced locally.*

**Assessor's Feedback:**

	EC Results		
	Incomplete	Completed With Difficulty	Completed Without Difficulty
323 EC 01			

Check One	PO 323 Overall Assessment					
	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 skills.		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.	N/A

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This form shall be reproduced locally.*

### PHASE THREE QUALIFICATION RECORD

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

PO No.	Performance Statement	PO Assessment			
		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
X01	Participate in Citizenship Activities				
X02	Perform Community Service				
303	Perform the Role of a Team Leader				
X04	Track Participation in Physical Activities				
X05	Participate in Physical Activities				
306	Fire the Cadet Air Rifle During Rec. Marksmanship				
307	Serve in a Sea Cadet Corps				
308	Direct a Squad Prior to a Parade				
309	Instruct a Lesson				
X20	Participate in CAF Familiarization Activities				
321	Rig a Lifting Device				
323	Serve in a Naval Environment				

PO No.	Performance Statement	PO Assessment	
		In Progress	Completed
X24	Sail a Sailboat IAW Sail Canada CANsail Level 1		

\* Cadet is not required to obtain the CANsail Level 1 qualification for the completion of this PO.

Qualification Achieved	Yes	No	Training Officer Signature:	Date:

THIS PAGE INTENTIONALLY LEFT BLANK

## CADET INTERVIEW GUIDELINES

---

### GENERAL

---

#### PRE-INTERVIEW INSTRUCTIONS

The purpose of conducting an interview is to discuss the cadet's expectations, personal goals and learning progress (assessment for learning), and to provide feedback on overall performance.

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

---

#### PRE-INTERVIEW INSTRUCTIONS

---

Gather the required resources, such as the Cadet Interview Form (Appendix 1), training schedules, the Assessment of Learning Plan (Chapter 3, Annex B), PC assessment instruments, pen, paper, etc.

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.

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

---

#### CONDUCT OF AN INTERVIEW

---



Tips for a successful interview:

- Ask questions that will provoke thought; avoid “yes or no” questions.
- 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. Welcome the cadet.
  2. Complete the Cadet Interview Form.
  3. Have the cadet sign the Cadet Interview Form.
  4. Sign the Cadet Interview Form.
- 

#### POST-INTERVIEW INSTRUCTIONS

---

Place a copy of the Cadet Interview Form in the cadet's training file.

THIS PAGE INTENTIONALLY LEFT BLANK



**APPENDIX 1 CADET INTERVIEW FORM**

Name:	Rank:
Phase:	Division:
<b>SECTION 1– INITIAL INTERVIEW</b>	
<ol style="list-style-type: none"><li>1. What are your expectations for this phase?</li><li>2. Do you have any questions about the training, schedule and/or assessment?</li><li>3. What activities are you most excited about?</li><li>4. What are your strengths?</li><li>5. What are some areas you would like to improve?</li><li>6. What personal goals would you like to attain? What steps will you take to achieve those goals?</li><li>7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?</li></ol>	
<b>NOTES</b>	
Cadet's Signature:	
Officer's Signature:	Date:

**SECTION 2– PERFORMANCE INTERVIEW**

1. So far, is this phase meeting your expectations? If not, what can we do to meet those expectations?
2. Are there any areas of excitement or concern you would like to highlight?
3. How do you feel about your progress? \*
4. What are some areas you would like to improve?
5. What personal goals would you like to establish?

\* Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between their self-assessment and your observations. Points to discuss may include completed and upcoming assessments, attendance, participation, etc.

**ACTION PLAN**

Work with the cadet to make an action plan that takes into consideration their goals and the training requirements. The action plan is a mutually agreed upon set of steps that the cadet commits to taking to reach their goals. It should be realistic and achievable and written using positive language.

**NOTES**

Cadet Signature:

Officer's Signature:

Date:

**SECTION 3– FINAL INTERVIEW**

1. How did you enjoy this phase?
2. What were some of your likes and dislikes about the training? How could it be improved?
3. How can you apply what you have learned inside and outside of cadets?
4. What are some new personal goals you want to establish?
5. What upcoming training opportunities interest you?

\* Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a waiver has been granted, 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

**NOTES**

Cadet's Signature:

Officer's Signature:

Date:

THIS PAGE INTENTIONALLY LEFT BLANK

## TRAINING COUNSELLING SESSION GUIDELINES

---

### GENERAL

---

The purpose of the Training Counselling Session (TCS) 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.

---

### PRE-COUNSELLING SESSION INSTRUCTIONS

---

Gather the required resources, such as TCS Form, cadet's training file, pen, paper, etc.

Review the cadet's training file and discuss their performance with other staff members as required.

Complete Section 1 of the TCS Form.

---

### CONDUCT OF COUNSELLING SESSION

---



Tips for a successful interview:

- Ask questions that will provoke thought; avoid “yes or no” questions.
- 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. Welcome the cadet.
  2. Complete Sections 2 and 3 of the TCS Form.
  3. Have the cadet sign the TCS Form.
  4. Sign the TCS Form.
- 

### POST-COUNSELLING SESSION 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 CO 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.

THIS PAGE INTENTIONALLY LEFT BLANK

### TRAINING COUNSELLING SESSION FORM

<b>SECTION 1 – BACKGROUND INFORMATION</b>	
Name:	Rank:
Phase:	Division:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance/behaviour, etc.):	
<b>SECTION 2 – SESSION FINDINGS</b>	
<ol style="list-style-type: none"><li>1. Inform the cadet they are not achieving and/or maintaining qualification standards and that you are meeting to help them correct the situation.</li><li>2. Discuss the following:<ul style="list-style-type: none"><li>• Circumstances affecting training progress</li><li>• Any previous difficulty and action taken (eg, whether or not help/additional training was provided)</li><li>• Overall performance/behaviour of cadet (eg, attendance, effort, motivation, attitude)</li></ul></li></ol>	

**SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)**

With the cadet, create an action plan that highlights the actions required for success.

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

Cadet Signature:

Training Officer's Signature:

Date:

**SECTION 4 – COMMANDING OFFICER REVIEW**

Record any discussion with parents regarding the progress of the cadet.

Commanding Officer's Signature:

Date:



## **CHAPTER 4**

### **PERFORMANCE OBJECTIVES**

#### **SECTION 1**

### **PERFORMANCE OBJECTIVES AND TRAINING PLAN**

#### **PURPOSE**

1. The purpose of this chapter is to outline the specific POs associated with the Phase Three 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-603/PF-001.

#### **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 Three assessment for learning are outlined within the applicable lesson specifications located within this chapter.

## SECTION 2

### PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

1. **PO X01 – Participate in Citizenship Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 3**

**PO X02 – PERFORM COMMUNITY SERVICE**

1. **PO X02 – Perform Community Service**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 4****PO 303 – PERFORM THE ROLE OF A TEAM LEADER**

1. **Performance.** Perform the Role of a Team Leader.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any.
3. **Standard.** The cadet will perform the role of a team leader, to include:
  - a. defining the role of a team leader, to include:
    - (1) recognizing their position within the leadership team;
    - (2) describing the core leadership qualities of a cadet;
    - (3) describing the core leadership competencies; and
    - (4) identifying the responsibilities of a team leader;
  - b. setting leadership goals for the training year;
  - c. leading an assigned team, 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; and
  - d. participating in a mentoring relationship.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 303 is designed to enhance the cadet's ability to perform as a team leader, to include:
    - (1) EO C303.01 (Lead a Team-Building Activity), and
    - (2) EO C303.02 (Deliver a Presentation About a Leader).
  - b. Some complementary training offered in previous levels may be selected as complementary training in the Phase Three Program, specifically:

- (1) EO C103.03 (Participate in Team-Building Activities, A-CR-CCP-601/PG-001, Chapter 4, Section 3),
  - (2) EO C203.01 (Record Entries in a Reflective Journal, A-CR-CCP-602/PG-001, *Royal Canadian Sea Cadets – Phase Two – Qualification Standard and Plan*, Chapter 4, Section 3),
  - (3) EO C203.02 (Employ Problem Solving, A-CR-CCP-602/PG-001, Chapter 4, Section 3),
  - (4) EO C203.04 (Participate in a Presentation Given by a Leader, A-CR-CCP-602/PG-001, Chapter 4, Section 3),
  - (5) EO C203.05 (Participate in Trust-Building Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 3), and
  - (6) EO C203.06 (Participate in Problem-Solving Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 3).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Complementary training associated with PO 303 is limited to a total of nine periods, which may be conducted during sessions or on a supported day. Corps are not required to use all nine periods.



**EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER**

1. **Performance.** Define the Role of a Team Leader.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall define the role of a team leader, to include:
  - a. recognizing their position within the leadership team model;
  - b. describing the core leadership qualities of a cadet; and
  - c. recognizing the core leadership competencies, to include:
    - (1) intrapersonal management,
    - (2) interpersonal management,
    - (3) teamwork,
    - (4) effective communication,
    - (5) applied leadership, and
    - (6) mentorship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the leadership team model and the position the year three cadet holds within the leadership team.	Interactive Lecture	10 min	
TP2	Describe core leadership competencies, to include: <ol style="list-style-type: none"> <li>a. intrapersonal management,</li> <li>b. interpersonal management,</li> <li>c. teamwork,</li> <li>d. effective communication,</li> <li>e. applied leadership, and</li> <li>f. mentorship.</li> </ol>	Interactive Lecture	5 min	

TP	Description	Method	Time	Ref
TP3	Explain the components of intrapersonal management, to include: <ol style="list-style-type: none"> <li>a. identifying and satisfying personal needs;</li> <li>b. exercising self-control;</li> <li>c. exercising self-management;</li> <li>d. pursuing self-improvement; and</li> <li>e. establishing a positive identity.</li> </ol>	Interactive Lecture	5 min	C0-270
TP4	Explain the components of interpersonal management, to include: <ol style="list-style-type: none"> <li>a. interacting positively within the cadet community;</li> <li>b. interacting positively with others; and</li> <li>c. dealing with interpersonal conflict in a respectful way.</li> </ol>	Interactive Lecture	5 min	C0-271
TP5	Explain the components of teamwork, to include: <ol style="list-style-type: none"> <li>a. participating in the stages of team development;</li> <li>b. displaying positive team dynamics; and</li> <li>c. participating in team-building activities.</li> </ol>	Interactive Lecture	5 min	C0-114 (p. 12) C0-268 (pp.3-4)
TP6	Explain the components of effective communication, to include: <ol style="list-style-type: none"> <li>a. receiving information;</li> <li>b. interpreting information; and</li> <li>c. responding to information.</li> </ol>	Interactive Lecture	5 min	C0-115 (pp. 42–44)
TP7	Explain the components of applied leadership, to include: <ol style="list-style-type: none"> <li>a. setting an example for others to follow;</li> <li>b. participating in leadership assignments;</li> <li>c. conducting the leadership assignment while supervising the team;</li> <li>d. leading team-building activities;</li> <li>e. debriefing the team; and</li> <li>f. presenting an after-assignment report to their leader.</li> </ol>	Interactive Lecture	5 min	C0-240 (p. 19) C0-245 (p. 70–71) C0-256 (p. 54–55)
TP8	Explain the components of mentorship, to include: <ol style="list-style-type: none"> <li>a. the role of a cadet being mentored; and</li> <li>b. the role of a mentor.</li> </ol>	Interactive Lecture	5 min	C0-258 (p. 2)

TP	Description	Method	Time	Ref
TP9	Identify the Phase Three team leader opportunities, to include: a. performing the role of a mentor; and b. completing a leadership assignment.	Interactive Lecture	5 min	

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 the leadership team model, core leadership competencies and leadership opportunities for a Phase Three cadet.

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. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- d. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- e. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.
- f. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.
- g. C0-268 (ISBN 978-1-57542-265-7) MacGregor, M. S. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing.
- h. C0-270 Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, Vol. 50, No. 4, pp.370–396.
- i. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict Resolution Youth Reference Guide*. Ottawa, ON: YouCAN.

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

9. **Learning Aids**

- a. Handout of the Leadership Team Model, and
- b. Handout of the Expectations of a Phase Three cadet.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP**

1. **Performance.** Participate in a Mentoring Relationship.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a mentoring relationship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain 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	15 min	C0-258 (pp.15–21, pp. 37–48, pp. 70–73)
TP2	Conduct a group discussion about mentoring, to include: <ol style="list-style-type: none"> <li>a. self-reflection,</li> <li>b. self-assessment or recording in a journal as required, and</li> <li>c. mentoring sessions.</li> </ol>	Group Discussion	10 min	C0-258 (pp. 37–48) C2-109 (p. 36)

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 TP 1 to orient the cadets to the mentoring relationship, to generate interest and present basic material.
- b. 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 the mentoring relationship.

7. **References**

- a. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.
- b. C2-109 (ISBN 0-7872-6561-6) Sugarman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective Learning: Theory and Practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

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

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

**EO M303.03 – PRACTICE SELF-ASSESSMENT**

1. **Performance.** Practice Self-Assessment.
2. **Conditions**
  - a. Given:
    - (1) Self-assessment rubrics,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall practice self-assessment by:
  - a. reflecting on abilities;
  - b. setting goals;
  - c. seeking feedback as required; and
  - d. seeking assistance as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define reflection and self-assessment.	Interactive Lecture	5 min	C0-237 C0-242 (pp. 9–11)
TP2	Have the cadet conduct self-assessment activities about: <ol style="list-style-type: none"> <li>a. their core leadership qualities, and</li> <li>b. how they contribute to positive team dynamics.</li> </ol>	In-Class Activity	10 min	
TP3	Conduct a group discussion on how and when to seek feedback and assistance.	Group Discussion	10 min	C0-258 (p.97–98)

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**

- a. An interactive lecture was chosen for TP 1 to define reflection and self-assessment.
- b. An in-class activity was chosen for TP 2 as an interactive way to provoke thought, to stimulate an interest among cadets and to conduct self-assessments.
- 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 about the benefits of seeking feedback and assistance.

7. **References**

- a. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2<sup>nd</sup> ed.). Don Mills, ON: Oxford University Press Canada.
- b. C0-242 (ISBN 978-0-9682160-2-1) Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing What Counts: Self-Assessment and Goal Setting*. Courtenay, BC: Building Connections Publishing Inc.
- c. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.

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

9. **Learning Aids**

- a. Self-assessment rubric for core leadership qualities, and
- b. Self-assessment rubric for positive team dynamics.

10. **Test Details.** N/A.

11. **Remarks.** N/A.



**EO M303.04 – COMMUNICATE AS A TEAM LEADER**

1. **Performance.** Communicate as a Team Leader.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall communicate as a team leader by:
  - a. recognizing verbal and non-verbal communication;
  - b. applying the process of communication, to include:
    - (1) receiving;
    - (2) interpreting; and
    - (3) responding; and
  - c. identifying the barriers to effective communication.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain verbal and non-verbal communication.	Interactive Lecture	5 min	C0-022 (pp. 97–101, pp. 103–118) C0-254 (p. 9)
TP2	Explain hearing and listening and their impact on communicating, to include: <ol style="list-style-type: none"> <li>a. the definition of hearing,</li> <li>b. the definition of listening,</li> <li>c. active listening,</li> <li>d. poor listening habits, and</li> <li>e. the impact that listening and hearing have on communication.</li> </ol>	Interactive Lecture	15 min	C0-022 (pp.129–135) C0-144 (pp. 12–14, p. 17) C0-237 (p. 698, p. 896) C0-262 (p. 237, p. 239)
TP3	Describe the process of communication, to include: <ol style="list-style-type: none"> <li>a. receiving information;</li> <li>b. interpreting information; and</li> <li>c. responding to information.</li> </ol>	Interactive Lecture	5 min	C0-115 (pp. 42–45)

TP	Description	Method	Time	Ref
TP4	Identify the barriers to effective communication, to include: <ol style="list-style-type: none"> <li>a. intrapersonal factors, to include:               <ol style="list-style-type: none"> <li>(1) stress,</li> <li>(2) emotion,</li> <li>(3) misinterpretation,</li> <li>(4) poor listening habits,</li> <li>(5) closed-mindedness, and</li> <li>(6) prejudice;</li> </ol> </li> <li>b. distractions factors, to include:               <ol style="list-style-type: none"> <li>(1) visual, and</li> <li>(2) auditory; and</li> </ol> </li> <li>c. delivery, to include:               <ol style="list-style-type: none"> <li>(1) language,</li> <li>(2) mixed messages, and</li> <li>(3) information overload.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C0-022 (pp. 77–80, p. 129, p. 130)
TP5	Conduct an activity that demonstrates the process of communication and barriers to effective communication.	In-Class Activity	15 min	C0-022 (pp. 77–80, p. 129, p. 130) C0-115 (pp. 42–45)

## 5. Time

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

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 to 4 to orient the cadets to communicating as a team leader.
- b. An in-class activity was chosen for TP 5 as an interactive way to provoke thought and stimulate interest among cadets about the process of communication and the barriers to communication.

## 7. References

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (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. C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.

- d. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2<sup>nd</sup> ed.). Don Mills, ON: Oxford University Press Canada.
  - e. C0-262 MacDonald, K. (2002). *Interpersonal Conflict Resolution Skills for Youth. Module 1: Fundamentals of Conflict Resolution*. New Westminster, BC: Centre for Conflict Resolution.
  - f. C0-268 (ISBN 1-57542-265-4) MacGregor, M. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing, Inc.
8. **Training Aids**
- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
  - b. Stopwatch.
9. **Learning Aids**
- a. Communication Puzzles,
  - b. Scissors,
  - c. Resealable plastic bags, and
  - d. Envelopes.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M303.05 – SUPERVISE CADETS**

1. **Performance.** Supervise Cadets.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall supervise other cadets while leading an assigned team.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purposes of supervision, to include: <ol style="list-style-type: none"> <li>a. to provide protection;</li> <li>b. to provide support; and</li> <li>c. to provide quality assurance.</li> </ol>	Interactive Lecture	10 min	C0-272 (p. 4)
TP2	Explain how to supervise, to include: <ol style="list-style-type: none"> <li>a. ensuring safety;</li> <li>b. ensuring the well-being of cadets;</li> <li>c. encouraging cadets;</li> <li>d. adjusting responsibilities as required;</li> <li>e. maintaining control of cadets;</li> <li>f. correcting errors as required;</li> <li>g. reporting misconduct as required; and</li> <li>h. ensuring completion of responsibilities assigned to cadets as required.</li> </ol>	Interactive Lecture	10 min	C0-249 (p. 36–37) C0-273 (p. 44, p. 88–90) C0-274 (p. 19, p. 32) A0-107
TP3	Conduct a group discussion on supervision.	Group Discussion	15 min	
TP4	Discuss the supervision requirements at the corps.	Group Discussion	15 min	

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 20 min
  - c. Group Discussion: 30 min
  - d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to supervision.
- b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about supervision.

7. **References**

- a. A0-107 Director Cadets. (2007). CATO 14-31 *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.
- b. C0-249 (ISBN 0-7894-2890-3) Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.
- c. C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf>.
- d. C0-273 (ISBN 978-1-56414-363-1) Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.
- e. C0-274 (ISBN 1-4134-1294-7) Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

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

9. **Learning Aids.** N/A.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).

11. **Remarks.** N/A.

**EO M303.06 – SOLVE PROBLEMS**

1. **Performance.** Solve Problems.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. describe problem-solving methods;
  - b. select a problem-solving method; and
  - c. solve a problem using the selected method.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Review the steps for logical analysis, to include: <ol style="list-style-type: none"> <li>a. confirming the task;</li> <li>b. identifying the problem;</li> <li>c. determining the critical factor;</li> <li>d. developing alternative solutions;</li> <li>e. comparing alternative solutions;</li> <li>f. determining the best solution;</li> <li>g. implementing the solution; and</li> <li>h. evaluating the plan and the implementation.</li> </ol>	Interactive Lecture	5 min	C0-135 (pp. 221–223)
TP2	Explain the steps in the IRISE method of problem solving, to include: <ol style="list-style-type: none"> <li>a. identifying the problem;</li> <li>b. researching all of the options;</li> <li>c. identifying the consequences of the options;</li> <li>d. selecting the most appropriate option; and</li> <li>e. evaluating the decision.</li> </ol>	Interactive Lecture	10 min	C0-115 (p. 96)

TP	Description	Method	Time	Ref
TP3	Explain the steps in the TEACH method of problem solving, to include: a. time, b. exposure, c. assistance, d. creativity, and e. hit it.	Interactive Lecture	10 min	C0-134 (p. 101)
TP4	Conduct an activity where the cadets will select a problem-solving method and apply it to a scenario.	In-Class Activity	25 min	C0-115 (p. 45, p. 46)

#### 5. Time

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

#### 6. Substantiation

- An interactive lecture was chosen for TPs 1 to 3 to review logical analysis and orient the cadets to additional problem-solving methods.
- An in-class activity was chosen for TP 4 as an interactive way to provoke thought and stimulate interest among cadets about problem solving.

#### 7. References

- C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.
- C0-135 (ISBN 0-7645-5176-0) Loeb, M., & Kindel, S. (1999). *Leadership for Dummies*. New York, NY: Hungry Minds, Inc.

#### 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
- Problem-solving scenarios.

#### 9. Learning Aids

- Problem-solving scenarios, and
- Pen/pencil.



10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT**

1. **Performance.** Lead Cadets Through a Leadership Assignment.
2. **Conditions**
  - a. Given:
    - (1) Sample leadership assignment,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. plan for a leadership assignment; and
  - b. lead a team of cadets through a leadership assignment by:
    - (1) preparing for the assignment;
    - (2) introducing the assignment;
    - (3) conducting the assignment while supervising the team;
    - (4) debriefing the team; and
    - (5) presenting an after-assignment report to the team leader.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss and demonstrate the process of preparing for a leadership assignment, to include: <ol style="list-style-type: none"> <li>a. ensuring the goal is understood;</li> <li>b. ensuring the required resources are available;</li> <li>c. completing a time appreciation; and</li> <li>d. making a plan.</li> </ol>	Demonstration	10 min	C0-114 (p. 16) C0-243 C0-248 (p. 20, p. 21) C0-253 (p. 24) C0-255 (p. 86–89)

TP	Description	Method	Time	Ref
TP2	Discuss and demonstrate the process of introducing a leadership assignment, to include: <ol style="list-style-type: none"> <li>stating the assignment to be completed;</li> <li>stating the goal of the assignment;</li> <li>identifying the resources required for the assignment;</li> <li>communicating the overall plan;</li> <li>assigning tasks to team members as applicable; and</li> <li>ensuring the team members understand the assignment.</li> </ol>	Demonstration	10 min	C0-114 (p. 36, p. 99) C0-245 (p. 70, p. 71) C0-247 (p. 133–136) C0-254 (p. 34, p. 35)
TP3	Discuss and demonstrate the process for conducting a leadership assignment, to include: <ol style="list-style-type: none"> <li>supervising peers;</li> <li>maintaining team control;</li> <li>ensuring the assignment is progressing according to the time allotted; and</li> <li>modifying the plan as required.</li> </ol>	Demonstration	10 min	C0-256 (p. 54, p. 55)
TP4	Discuss and demonstrate the process for debriefing a team following leadership assignment, to include: <ol style="list-style-type: none"> <li>reviewing the goal;</li> <li>providing feedback; and</li> <li>re-motivating the team.</li> </ol>	Demonstration	10 min	C0-240 (p. 19)
TP5	Explain the after-assignment report.	Interactive Lecture	5 min	C0-243
TP6	Discuss how to plan for a leadership assignment.	In-Class Activity	5 min	C0-255 (p. 267, p. 269)

## 5. Time

a. Introduction/Conclusion:	10 min
b. Demonstration:	40 min
c. Interactive Lecture:	5 min
d. In-Class Activity:	5 min
e. Total:	60 min

## 6. Substantiation

- A demonstration was chosen for TPs 1 to 4 as it allows the instructor to explain and demonstrate the format of a leadership assignment in a safe, controlled environment.

- b. An interactive lecture was chosen for TP 5 to give direction on the procedure for completing an after-assignment report.
- c. An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among cadets.

## 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. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- c. C0-243 Clark, D. (2007). *After Action Reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>.
- d. C0-243 Clark, D. (2007). *Leadership & Direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>.
- e. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- f. C0-247 (ISBN 0-14-024272-4) Rosen, R. H., & Brown, P. B. (1997). *Leading People*. New York, NY: Penguin Books.
- g. C0-248 (ISBN 0-7894-4862-9) Heller, R. (1999). *Learning to Lead*. New York, NY: DK Publishing, Inc.
- h. C0-253 (ISBN 0-7894-8006-9) Bruce, A., & Langdon, K. (2001). *Do It Now!* New York, NY: DK Publishing, Inc.
- i. C0-254 (ISBN 0-7894-3244-7) Heller, R. (1998). *Communicate Clearly*. New York, NY: DK Publishing, Inc.
- j. C0-255 (ISBN 0-7645-5408-5) Brounstein, M. (2002). *Managing Teams for Dummies*. Indianapolis, IN: Wiley Publishing, Inc.
- k. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Handout of the leadership assignment format,
- c. Handout of leadership assignment assessment form,
- d. Handout of the after-assignment report,
- e. Sample leadership assignment, and
- f. Resources for the sample leadership assignment as required.

## 9. Learning Aids

- a. Handout of the leadership assignment format,
- b. Handout of the leadership assignment assessment form,

- c. Handout of the after-assignment report,
  - d. Leadership assignment, and
  - e. Pen/pencil.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (303 PC).
11. **Remarks.** A minimum of two leadership assignments shall be selected from those listed in Chapter 3, [Annex B, Appendix 1](#) (303 PC).

**EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY**

1. **Performance.** Lead a Team-Building Activity.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall lead the following components of a team-building activity:
  - a. the introduction,
  - b. the activity, and
  - c. the debriefing.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets participate in an introduction to a team-building activity.	In-Class Activity	5 min	
TP2	Have the cadets analyze the elements of an introduction: <ol style="list-style-type: none"> <li>a. getting the team's attention;</li> <li>b. explaining the goal of the activity;</li> <li>c. explaining the activity;</li> <li>d. assigning tasks as necessary;</li> <li>e. setting time limits;</li> <li>f. relaying safety concerns as necessary; and</li> <li>g. motivating the team.</li> </ol>	Group Discussion	10 min	C0-028 (pp. xxiii–xxvii) C0-238 (pp. 22–23) C0-268 (p. 3)
TP3	Demonstrate and have the cadets participate in the selected team-building activity.	In-class Activity	10 min	
TP4	Discuss the following responsibilities of the leader while conducting a team-building activity: <ol style="list-style-type: none"> <li>a. starting the activity;</li> <li>b. supervising the team;</li> <li>c. ensuring the goal is achieved;</li> <li>d. stopping the activity if required; and</li> <li>e. ending the activity within the time limit.</li> </ol>	Group Discussion	10 min	C0-238 (p. 26) C0-240 (p. 17)

TP	Description	Method	Time	Ref
TP5	Demonstrate and have the cadets participate in the debriefing component of the selected team-building activity.	In-Class Activity	5 min	
TP6	Discuss the following elements of a debriefing: a. reviewing the goal; b. providing feedback; and c. re-motivating the team.	Group Discussion	10 min	C0-238 (pp. 27–30) C0-240 (p. 19)
TP7	Have small groups of cadets share responsibilities of leading a team-building activity.	Practical Activity	30 min	

## 5. Time

a. Introduction/Conclusion:	10 min
b. In-Class Activity:	20 min
c. Group Discussion:	30 min
d. Practical Activity:	30 min
e. Total:	90 min

## 6. Substantiation

- a. An in-class activity was chosen for TPs 1, 3 and 5 as it is an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TPs 2, 4 and 6 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the components of team-building activities.
- c. A practical activity was chosen for TP 7 as it is an interactive way to allow the cadets to experience team-building activities in a safe and controlled environment.

## 7. References

- a. C0-028 (ISBN 0-07-046513-4) Newstrom, J., & Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- b. C0-238 (ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games That Teach Teams: 21 Activities to Super-Charge Your Group!* San Francisco, CA: Jossey-Bass/Pfeiffer.
- c. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- d. C0-268 (ISBN 1-57542-265-4) MacGregor, M. G. (2008). *Teambuilding With Teens*. Minneapolis, MN: Free Spirit Publishing Inc.



**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Marker,
- c. Sticky notes, and
- d. Activity equipment as required.

**9. Learning Aids**

- a. Activity equipment as required,
- b. Handout of team-building activities, and
- c. Handout of team-building planning guide.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER**

1. **Performance.** Deliver a Presentation About a Leader.
2. **Conditions**
  - a. Given:
    - (1) Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector),
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a presentation about a leader, to include:
  - a. an introduction of the leader,
  - b. the body of the presentation, to include:
    - (1) interesting points in the leader’s career, and
    - (2) the core leadership qualities displayed by the leader; and
  - c. a conclusion.
4. **Teaching Points.** Supervise cadets delivering a presentation about a leader.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Practical Activity:	50 min
c.	Total:	60 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience giving a presentation in a safe and controlled environment. This activity contributes to the development of leadership skills and knowledge in fun and challenging setting.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.
9. **Learning Aids.** Handout of Outline for Delivering a Presentation About a Leader.
10. **Test Details.** N/A.
11. **Remarks**
  - a. It is recommended that this lesson be scheduled after all other lessons in PO 309 ([Section 10](#)).
  - b. If the corps has more than nine Phase Three cadets, divide the cadets into groups of nine if facilities are available.

THIS PAGE INTENTIONALLY LEFT BLANK

## SECTION 5

### PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

1. **PO X04 – Track Participation in Physical Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 6**

**PO X05– PARTICIPATE IN PHYSICAL ACTIVITIES**

1. **PO X05– Participate in Physical Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK



**SECTION 7****PO 306 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP**

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: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, Chapter 1, Section 8.
3. **Standard.** IAW A-CR-CCP-177/PT-001, 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 of commands given on a range.
4. **Remarks.** All range practices must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material**
  - a. Complementary material associated with PO 306 is designed to enhance the cadet's air rifle marksmanship experience, to include:
    - (1) EO C306.01 (Identify Civilian Marksmanship Organizations),
    - (2) EO C306.02 (Correct Marksmanship Error), and
    - (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle).
  - b. Some complementary training offered in previous levels may be selected as complementary training in Phase Three, specifically:
    - (1) EO C106.01 (Participate in a Recreational Shoot Using the Cadet Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6),
    - (2) EO C206.01 (Practice Holding Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6),

- (3) EO C206.02 (Practice Aiming Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6), and
- (4) EO C206.03 (Practice Firing Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Complementary training associated with PO 306 is limited to a total of ten periods conducted during sessions or on a supported day. Corps are not required to use all ten periods.
- e. It is not necessary to conduct these EOs in sequential order; however, corps choosing to capitalize on marksmanship training should complete EOs C206.01 (A-CR-CCP-602/PG-001, Chapter 4, Section 6) to C206.03 (A-CR-CCP-602/PG-001, Chapter 4, Section 6), marksmanship techniques, prior to conducting EO C106.01 (Participate in a Recreational Shoot Using the Cadet Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6).
- f. Corps choosing to enhance the recreational marksmanship program through EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) are encouraged to follow this training with EO C106.01 (Participate in a Recreational Shoot Using the Cadet Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6) from the standing position.

**EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY**

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) Suitable target,
    - (6) Shooting mat,
    - (7) Safety glasses/goggles,
    - (8) Supervision, and
    - (9) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
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 participation of the cadet 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 Director Cadets 4. (2007). *CATO 14-41 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. Suitable target,
- f. Shooting mat, and
- g. Safety glasses/goggles.

9. **Learning Aids**

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

10. **Test Details.** N/A.

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).

**EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS**

1. **Performance.** Identify Civilian Marksmanship Organizations.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify civilian marksmanship organizations, to include:
  - a. local,
  - b. provincial,
  - c. national, and
  - d. biathlon.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Discuss local civilian marksmanship organizations.	Interactive Lecture	5 min	
TP2	Discuss the applicable provincial rifle organization from: <ol style="list-style-type: none"> <li>a. Alberta Provincial Rifle Association,</li> <li>b. British Columbia Rifle Association,</li> <li>c. Manitoba Provincial Rifle Association,</li> <li>d. Newfoundland Provincial Rifle Association,</li> <li>e. Nova Scotia Rifle Association,</li> <li>f. Ontario Provincial Rifle Association,</li> <li>g. Prince Edward Island Rifle Association,</li> <li>h. Province of Quebec Rifle Association,</li> <li>i. Royal New Brunswick Rifle Association, and</li> <li>j. Saskatchewan Provincial Rifle Association.</li> </ol>	Interactive Lecture	10 min	C2-086
TP3	Discuss national marksmanship organizations, to include: <ol style="list-style-type: none"> <li>a. The Dominion of Canada Rifle Association, and</li> <li>b. The Shooting Federation of Canada.</li> </ol>	Interactive Lecture	5 min	A0-119 (p. 3) C2-086

TP	Description	Method	Time	Ref
TP4	Identify the applicable national/provincial biathlon organizations, from: a. Biathlon Canada, b. Biathlon Alberta, c. Biathlon British Columbia, d. Biathlon Manitoba, e. Biathlon New Brunswick, f. Biathlon Nova Scotia, g. Biathlon Newfoundland and Labrador, h. Biathlon Ontario, i. Biathlon Quebec, j. Biathlon Saskatchewan, k. Biathlon Yukon, or l. Northwest Territories Biathlon.	Interactive Lecture	5 min	C0-149

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 opportunities to enhance their marksmanship training with civilian organizations.

7. **References**

- A0-119 Shooting Federation of Canada. (2007). *Shooting Federation of Canada*. Retrieved November 2, 2007, from <http://www.sfc-ftc.ca/document.cfm?sectionID=39>.
- C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.
- C2-086 Dominion of Canada Rifle Association. (2007). Retrieved October 4, 2007, from <http://www.dkra.ca/welcome.htm>.

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

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** Have the cadets identify only the applicable national, provincial and local marksmanship organizations.

**EO C306.02 – CORRECT MARKSMANSHIP ERROR**

1. **Performance.** Correct Marksmanship Error.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall correct marksmanship error by adjusting:
  - a. elevation, and
  - b. windage.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Explain centring the group, to include: <ol style="list-style-type: none"> <li>a. the theory of a group, and</li> <li>b. mean point of impact (MPI).</li> </ol>	Interactive Lecture	10 min	C2-097 (p. 29)
TP2	Explain sight adjustment, to include: <ol style="list-style-type: none"> <li>a. the purpose of sight adjustment,</li> <li>b. elevation,</li> <li>c. windage, and</li> <li>d. a zeroed cadet air rifle.</li> </ol>	Interactive Lecture	10 min	C2-098 (p. 303, p. 304)
TP3	Explain the increments of sight adjustment, to include: <ol style="list-style-type: none"> <li>a. sight adjustment of the cadet air rifle;</li> <li>b. lowering and raising the elevation; and</li> <li>c. moving the windage left and right.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 2-11)

TP	Description	Method	Time	Ref
TP4	Conduct a sight adjustment exercise as follows: <ol style="list-style-type: none"> <li>Give the cadet a sight adjustment handout. Each target has a distinctive set of pellet impacts off-centre from the bull's eye.</li> <li>Have the cadet determine where the MPI of each target is located.</li> <li>Have the cadet determine the increments of sight adjustment required to move the MPI to the bull's eye.</li> <li>Have the cadet adjust the sights on the cadet air rifle.</li> </ol>	Practical Activity	30 min	

#### 5. Time

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 5 min  |
| b. Interactive Lecture:     | 25 min |
| c. Practical Activity:      | 30 min |
| d. Total:                   | 60 min |

#### 6. Substantiation

- An interactive lecture was chosen for TPs 1 to 3 to give an overview of the theories and the practice of adjusting sights.
- A practical activity was chosen for TP 4 as it is an interactive way to introduce and allow cadets to experience adjusting sights on the cadet air rifle in a controlled environment. This activity contributes to the development of sight adjustment skills and knowledge in a fun and challenging setting.

#### 7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-097 Ontario Rifle Association. (2003). *Ontario Rifle Association Handbook for New Member*. Haliburton County, ON: MilCun Marksmanship Complex.
- C2-098 Constantine, R. (1998). *Modern Highpower Competition: From Beginner to Master*. Manchester, CT: Precision Shooting Inc.

#### 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Cadet air rifle, and
- Sight adjustment handout.

#### 9. Learning Aids

- Cadet air rifle,
- Sight adjustment handout, and



c. Pen/pencil.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE**

1. **Performance.** Adopt the Standing Position With the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Rifle rest,
    - (3) Target frame,
    - (4) Suitable target,
    - (5) Raised target platform,
    - (6) Safety glasses/goggles,
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** IAW A-CR-CCP-177/PT-001, the cadet shall:
  - a. adopt the standing position with the cadet air rifle by:
    - (1) standing 90 degrees to the target with feet shoulder width apart;
    - (2) holding the cadet air rifle pointed down range with:
      - (a) the butt plate high in the shoulder pocket,
      - (b) the left hand under the rifle stock, and
      - (c) the right hand on the small of the butt; and
  - b. adjust position as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the objectives of the standing position, to include: <ol style="list-style-type: none"> <li>a. obtaining a good position;</li> <li>b. using a rifle rest; and</li> <li>c. maintaining a centre of gravity.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 1-6-1, p. 1-6-2)

TP	Description	Method	Time	Ref
TP2	<p>Explain and demonstrate adopting the standing position by positioning the following:</p> <ul style="list-style-type: none"> <li>a. body,</li> <li>b. feet,</li> <li>c. legs,</li> <li>d. hips,</li> <li>e. back,</li> <li>f. arms,</li> <li>g. head, and</li> <li>h. cadet air rifle.</li> </ul>	Demonstration	5 min	C2-146 (p. 171, pp. 192–197)
TP3	<p>Explain and demonstrate adjusting the aim, to include:</p> <ul style="list-style-type: none"> <li>a. higher,</li> <li>b. lower, and</li> <li>c. left and right.</li> </ul>	Demonstration	5 min	A0-027 (p. 1-6-7) C2-146 (p. 196)
TP4	<p>Explain and demonstrate natural alignment by:</p> <ul style="list-style-type: none"> <li>a. adopting the standing position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking 3 to 4 normal breaths to relax the muscles;</li> <li>e. after 10 seconds, opening the eyes to inspect the sight picture; and</li> <li>f. adjusting body position to acquire a sight picture.</li> </ul>	Demonstration	5 min	A0-027 (p. 1-6-7)
TP5	<p>Have the cadet adopt the standing position by positioning the following:</p> <ul style="list-style-type: none"> <li>a. body,</li> <li>b. feet,</li> <li>c. legs,</li> <li>d. hips,</li> <li>e. back,</li> <li>f. arms,</li> <li>g. head, and</li> <li>h. cadet air rifle.</li> </ul>	Practical Activity	30 min	C2-146 (pp. 192–197)

**5. Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	5 min
c. Demonstration:	15 min
d. Practical Activity:	30 min
e. Total:	60 min

**6. Substantiation**

- An interactive lecture was chosen for TP 1 to give an overview of the objectives of the standing position.
- Demonstration was chosen for TPs 2 to 4 as it allows the instructor to explain and demonstrate aspects of the standing position.
- A practical activity was chosen for TP 5 as it is an interactive way to allow the cadet to experience the standing position 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**

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-146 (ISBN 0-9655780-0-3) Pullum, B. & Hanenkrat, F. (1997). *The New Position Rifle Shooting: A Comprehensive Guide to Better Target Shooting*. Oak Harbor, OH: Target Sports Education Center.

**8. Training Aids**

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Cadet air rifle,
- Rifle rest,
- Target frame,
- Suitable target,
- Raised target platform,
- Safety glasses/goggles, and
- Six-foot table.

**9. Learning Aids**

- Cadet air rifle,
- Rifle rest,
- Target frame,
- Raised target platform, and
- Safety glasses/goggles.

10. **Test Details.** N/A.

11. **Remarks.** Cadets who have completed this lesson may participate in EO M306.01 (Participate in a Recreational Marksmanship Activity) from the standing position.

**SECTION 8****PO 307 – SERVE IN A SEA CADET CORPS**

1. **Performance.** Serve in a Sea Cadet Corps.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - 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 three training;
  - b. exploring year three CSTC training opportunities; and
  - c. recognizing the partnership between the Navy League of Canada (NLC) and the Department of National Defence (DND) in support of the Canadian Cadet Movement (CCM).
4. **Remarks**
  - a. EO M307.01 (Identify Phase Three Training Opportunities) shall be conducted at the beginning of the training year.
  - b. EO M307.02 (Identify Year Three CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.
5. **Complementary Material.** Complementary material associated with PO 307 is designed to enhance the cadet's knowledge of serving in a Sea Cadet Corps through a number of activities:
  - a. EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),
  - b. EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer [CLO]), and
  - c. EO C307.03 (Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada [NLC]).

THIS PAGE INTENTIONALLY LEFT BLANK



**EO M307.01 – IDENTIFY PHASE THREE TRAINING OPPORTUNITIES**

1. **Performance.** Identify Phase Three Training Opportunities.
2. **Conditions**
  - a. Given:
    - (1) Handout of the Performance Objectives (POs) and Enabling Objectives (EOs) for Phase Three training,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify Phase Three training opportunities, to include:
  - a. mandatory, and
  - b. complementary.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify Phase Three 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, and</li> <li>(9) instructional techniques; and</li> </ol> </li> <li>b. sea elemental training, to include:               <ol style="list-style-type: none"> <li>(1) Canadian Navy and maritime community,</li> <li>(2) ropework,</li> <li>(3) ship's operations,</li> <li>(4) sailing, and</li> <li>(5) seamanship inter-divisional competition.</li> </ol> </li> </ol>	In-Class Activity	10 min	A0-096

TP	Description	Method	Time	Ref
TP2	Identify Phase Three complementary training opportunities.	Interactive Lecture	5 min	Refer to Remarks paragraph 11a.
TP3	Conduct an activity where the cadets will identify Phase Three training opportunities.	In-Class Activity	10 min	

5. **Time**

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

6. **Substantiation**

- An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to provoke thought and stimulate an interest in Phase Three training opportunities among the cadets.
- An interactive lecture was chosen for TP 2 to orient the cadets and generate an interest in Phase Three complementary training opportunities.

7. **References.** A0-096 Director Cadets 3. (2007). CATO 11-04 *Cadet Program Outline*. 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**

- Phase Three POs and EOs handout,
- Flip chart paper, and
- Markers/pencil crayons.

10. **Test Details.** N/A.

11. **Remarks**

- For Phase Three complementary training opportunities in TP 2, refer to the corps' annual training plan.
- This EO should be scheduled as early as possible in the training year.

**EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES**

1. **Performance.** Identify Year Three CSTC Training Opportunities.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify year three CSTC training opportunities, to include:
  - a. specialty areas,
  - b. courses within each specialty area, and
  - c. prerequisites for the courses within each specialty area.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion on specialty areas for year three 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	10 min	A0-010 A1-019
TP2	Describe year three 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;</li> </ol> </li> <li>b. elemental courses:               <ol style="list-style-type: none"> <li>(1) Intermediate Sail,</li> <li>(2) Ship’s Boat Operator, and</li> <li>(3) Drill and Ceremonial Instructor; and</li> </ol> </li> <li>c. prerequisites for each six-week course.</li> </ol>	Interactive Lecture	15 min	A0-010 A0-033 A1-019

5. **Time**

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

6. **Substantiation**

- a. 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 three CSTC training opportunities.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to year three CSTC training opportunities and to generate interest.

7. **References**

- a. A0-010 Director Cadets 2. (2006). CATO 11-03 *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. A0-033 Director Cadets 3. (2004). CATO 14-21 *Music Training and Education With the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.
- c. A1-019 Director Cadets 3. (2006). CATO 31-03 *Sea Cadet Program Outline*. 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.** N/A.

10. **Test Details.** N/A.

11. **Remarks**

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

**EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE NAVY LEAGUE OF CANADA (NLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND) IN SUPPORT OF THE CANADIAN CADET MOVEMENT (CCM)**

1. **Performance.** Recognize the Partnership Between the Navy League of Canada (NLC) and the Department of National Defence (DND) in Support of the Canadian Cadet Movement (CCM).
2. **Conditions**
  - a. Given:
    - (1) Handout of the responsibilities of the NLC and DND,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall recognize the partnership between the NLC and DND in support of the CCM, to include:
  - a. the three levels of the NLC,
  - b. the responsibilities of the NLC, and
  - c. the responsibilities of DND.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the three levels of the NLC, to include: <ol style="list-style-type: none"> <li>a. national,</li> <li>b. divisions, and</li> <li>c. branches.</li> </ol>	Interactive Lecture	5 min	A0-040 (p. 6, p. 8) C1-069 (pp. 7–12)

TP	Description	Method	Time	Ref
TP2	<p>Describe the responsibilities of:</p> <p>a. the NLC, to include:</p> <ol style="list-style-type: none"> <li>(1) recruiting cadets;</li> <li>(2) recruiting Cadet Instructor Cadre (CIC) officers;</li> <li>(3) fundraising;</li> <li>(4) providing awards and medals;</li> <li>(5) providing corps training facilities;</li> <li>(6) organizing/conducting recreational programs;</li> <li>(7) providing funds for directed optional/optional training activities; and</li> <li>(8) providing equipment to cadet corps;</li> </ol> <p>b. DND, to include:</p> <ol style="list-style-type: none"> <li>(1) training CIC officers;</li> <li>(2) providing Qualification Standards and Plans (QSPs) and Instructional Guides (IGs) for cadet training;</li> <li>(3) providing funds for mandatory training and support activities;</li> <li>(4) developing policy regarding CIC officers, Civilian Instructors (CIs) and cadets;</li> <li>(5) issuing equipment to cadet corps IAW with scales of issue (eg, uniforms);</li> <li>(6) providing pay for CIC officers and civilian instructors;</li> <li>(7) selecting cadets for cadet summer training centres (CSTCs); and</li> <li>(8) providing facilities and staff for CSTCs; and</li> </ol> <p>c. both the NLC and DND, to include:</p> <ol style="list-style-type: none"> <li>(1) forming or disbanding cadet corps;</li> <li>(2) developing community and media relationships;</li> <li>(3) supervising and administering cadet corps; and</li> <li>(4) providing reviewing parties for Annual Ceremonial Reviews (ACRs).</li> </ol>	Interactive Lecture	10 min	A0-040 (pp. 10–38)  C1-069 (pp. 16–20)

TP	Description	Method	Time	Ref
TP3	Conduct an activity where the cadets will describe the partnership between the NLC and DND in support of the CCM.	In-Class Activity	10 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to the three levels of the NLC and the responsibilities of the NLC and DND in support of the CCM, as it allows the instructor to deliver new information while encouraging the cadets to become actively involved by asking and responding to questions.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to involve the cadets in describing the partnership between the NLC and DND in support of the CCM.

7. **References**

- a. A0-040 (ISBN 2005-113124) Director Cadets. (2005). *Memorandum of Understanding Between DND and the Leagues*. Ottawa, ON: Department of National Defence.
- b. C1-069 Navy League of Canada. (2002). *Guide for Local Branches: Part Two*. Ottawa, ON: Navy League of Canada.
- c. C1-097 Navy League of Canada. (2008). *Scholarships & Awards*. Retrieved April 7, 2008, from <http://www.navyleague.ca/eng/seacadets/awards.asp>.

8. **Training Aids**

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

9. **Learning Aids.** Handout of the responsibilities of the NLC and DND.

10. **Test Details.** N/A.

11. **Remarks.** It is recommended that this EO be scheduled early in the training year.

THIS PAGE INTENTIONALLY LEFT BLANK



**EO C307.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE REGIONAL CADET SUPPORT UNIT (RCSU)**

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - 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 from the RCSU.
4. **Teaching Points.** The guest speaker is asked to:
  - a. discuss their role at the RCSU; and
  - b. describe how the RCSU assists the corps.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the role of the RCSU.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Training aids should be determined by contacting the guest speaker prior to the presentation.
  - b. This EO may be scheduled with a staff assistance visit (SAV).
  - c. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C307.02 – PARTICIPATE IN A PRESENTATION GIVEN BY THE CADET LIAISON OFFICER (CLO)**

1. **Performance.** Participate in a Presentation Given by the Cadet Liaison Officer (CLO).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by the CLO to identify the relationship between the Canadian Cadet Organization (CCO) and the Canadian Forces (CF).
4. **Teaching Points.** The guest speaker is asked to:
  - a. discuss any previous cadet experience;
  - b. describe their role as a liaison between the corps and the CF; and
  - c. describe their position within the CF.
5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	55 min
c.	Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the CLO and to orient the cadets to the relationship between the CCO and the CF.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Training aids should be determined by contacting the CLO prior to the presentation.
  - b. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C307.03 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE NAVY LEAGUE OF CANADA (NLC)**

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From the Navy League of Canada (NLC).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - 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 from the NLC to identify the partnership between the NLC, the Department of National Defence (DND) and the corps.
4. **Teaching Points.** The guest speaker is asked to:
  - a. discuss the role of the NLC;
  - b. discuss the opportunities offered to cadets by the NLC;
  - c. describe their role within the NLC; and
  - d. describe any previous cadet or military experience.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the NLC.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
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.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C307.04 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM**

1. **Performance.** Participate in a Presentation on the Duke of Edinburgh Award Program.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given on the Duke of Edinburgh Award program to gain awareness of the objectives of the program.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the different levels of the program, to include: <ol style="list-style-type: none"> <li>a. bronze,</li> <li>b. silver, and</li> <li>c. gold.</li> </ol>	Interactive Lecture	5 min	C0-196 C0-197
TP2	Explain the five sections of the program, to include: <ol style="list-style-type: none"> <li>a. service,</li> <li>b. adventurous activity,</li> <li>c. skills,</li> <li>d. physical recreation, and</li> <li>e. residential project.</li> </ol>	Interactive Lecture	10 min	C0-196 C0-197
TP3	Describe the relationship between the corps, CSTC programs and the Duke of Edinburgh Award program.	Interactive Lecture	5 min	C0-196 C0-197
TP4	Facilitate a question and answer period.	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 introduce, clarify, emphasize and summarize the objectives of the Duke of Edinburgh Award program.
7. **References**
  - a. C0-196 Duke of Edinburgh Award. (2008). *The Award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.
  - b. C0-197 Duke of Edinburgh Award. (2007). *Participant's Record Book*. Marham, ON: Langstaff Reed Printing Ltd.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Training aids should be determined by contacting the speaker prior to the presentation.
  - b. Cadets may participate in the Duke of Edinburgh Award program as an optional activity.
  - c. A member of the corps staff may present this lesson if a Duke of Edinburgh Award program representative is unavailable.



**SECTION 9****PO 308 – DIRECT A SQUAD PRIOR TO A PARADE**

1. **Performance.** Direct a Squad Prior to a Parade.
2. **Conditions**
  - a. Given:
    - (1) Words of command,
    - (2) Nominal roll,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW A-PD-201-000/PT-000, the cadet will direct a squad prior to a parade, to include:
  - a. forming up;
  - b. calling the roll;
  - c. sizing;
  - d. dressing;
  - e. performing an inspection; and
  - f. handing over the squad.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 308 is designed to allow additional opportunities for corps with an interest in drill to develop the cadet's skill in this area, specifically:
    - (1) EO C308.01 (Execute Flag Drill),
    - (2) EO C308.02 (Deliver Words of Command).
  - b. Some complementary training offered in previous levels may be selected as complementary training in Phase Three, specifically:
    - (1) EO C208.01 (Practice Ceremonial Drill as a Review, A-CR-CCP-602/PG-001, Chapter 4, Section 8), and
    - (2) EO C208.02 (Execute Drill with Arms, A-CR-CCP-602/PG-001, Chapter 4, Section 8).
  - c. Complementary training associated with PO 308 is limited to a total of nine periods, of which a maximum of two periods may be used in support of EO C208.01 (Practice Ceremonial Drill as a Review, A-CR-CCP-602/PG-001, Chapter 4, Section 8), to be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M308.01 – PREPARE A SQUAD FOR PARADE**

1. **Performance.** Prepare a Squad for Parade.
2. **Conditions**
  - a. Given:
    - (1) Drill sequence handout,
    - (2) Aide-mémoire card,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW A-PD-201-000/PT-001, the cadet shall prepare a squad for parade, to include:
  - a. discussing drill theory;
  - b. falling in;
  - c. calling the roll;
  - d. sizing in a single rank and reforming in threes (twos);
  - e. dressing;
  - f. inspecting; and
  - g. handing over.

## 4. Teaching Points

TP	Description	Method	Time	Ref
TP1	<p>Explain drill theory, to include:</p> <ul style="list-style-type: none"> <li>a. squad formations, to include:               <ul style="list-style-type: none"> <li>(1) single rank,</li> <li>(2) two ranks, and</li> <li>(3) three ranks;</li> </ul> </li> <li>b. company formations, to include:               <ul style="list-style-type: none"> <li>(1) line,</li> <li>(2) column of threes, and</li> <li>(3) column of route;</li> </ul> </li> <li>c. location of parade appointments, to include:               <ul style="list-style-type: none"> <li>(1) coxswain,</li> <li>(2) regulating petty officer,</li> <li>(3) divisional petty officer,</li> <li>(4) assistant divisional petty officer, and</li> <li>(5) division marker.</li> </ul> </li> </ul>	Interactive Lecture	20 min	A0-002 (pp. 1-1-1 to 1-1-5, pp. 7-3-2 to 7-3-5)
TP2	<p>Explain, demonstrate and have the cadet assume the role of a team leader in preparing a squad for parade, to include:</p> <ul style="list-style-type: none"> <li>a. falling in;</li> <li>b. calling the roll;</li> <li>c. sizing in a single rank and reforming threes (twos);</li> <li>d. dressing;</li> <li>e. inspecting; and</li> <li>f. handing over.</li> </ul> <p><b>Note:</b> If the time allotted is not sufficient for all cadets to assume the role of a team leader in preparing a squad for parade, additional time during weekly colours and sunset parades shall be used to provide all cadets the opportunity for performance.</p>	Demonstration and Performance	60 min	A0-002 (p. 1A-6, p. 2-1, pp. 2-15 to 2-16, pp 2-28 to 2-29, p. 2-18, pp. 1-1-11 to 1-1-12, p. 7-25)

5. **Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	20 min
c. Demonstration and Performance:	60 min
d. Total:	90 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce drill theory to the cadet.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate preparing a squad for a parade while providing an opportunity for the cadets 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: The Department of National Defence.

8. **Training Aids**

- a. Drill sequence handout.
- b. Aide-mémoire card.

9. **Learning Aids**

- a. Drill sequence handout located at A-CR-CCP-603/PF-001, Chapter 8, Annex A.
- b. Aide-mémoire card located at A-CR-CCP-603/PF-001, Chapter 8, Annex B.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (308 PC).

11. **Remarks**

- a. Cadets shall perform these skills and be given feedback during weekly colours and sunset parades, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO M308.02 – DELIVER WORDS OF COMMAND**

1. **Performance.** Deliver Words of Command.
2. **Conditions**
  - a. Given:
    - (1) Aide-mémoire card,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall deliver words of command by:
  - a. using the following parts of a command:
    - (1) cautionary, and
    - (2) executive; and
  - b. applying vocal techniques.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the following parts of a command: <ol style="list-style-type: none"> <li>a. cautionary, and</li> <li>b. executive.</li> </ol>	Interactive Lecture	10 min	A0-002 (pp. 1-1-8 to 1-1-10)
TP2	Demonstrate and explain the following requirements for a well-delivered command: <ol style="list-style-type: none"> <li>a. voice, to include:               <ol style="list-style-type: none"> <li>(1) volume,</li> <li>(2) projection,</li> <li>(3) distinctness,</li> <li>(4) inflection, and</li> <li>(5) snap;</li> </ol> </li> <li>b. accuracy,</li> <li>c. confidence,</li> <li>d. correct posture, and</li> <li>e. breathing control.</li> </ol>	Demonstration	15 min	A0-002 (p. 1-1-8) C0-022 (pp. 98–101) C0-241 C0-269 (pp. 13–15)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the parts of a command and to generate interest.
- b. Demonstration was chosen for TP 2 as it allows the instructor to demonstrate the voice techniques the cadets are expected to acquire.

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. C0-022 (ISBN 0-02-864207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- c. C0-241 Optimal Breathing. (2007). *Posture and Breathing*. Retrieved February 12, 2008, from <http://breathing.com/articles/posture.htm>.
- d. C0-269 AFMAN 36-2203 Department of the Air Force. (1996). *Drill and Ceremonies*. Lackland, AFB, TX: Secretary of the Air Force.

8. **Training Aids.** N/A.

9. **Learning Aids.** Aide-mémoire card.

10. **Test Details.** N/A.

11. **Remarks**

- a. Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly colours and sunset parades, and ceremonial parades.
- b. Additional time for this EO is available in EO C308.02 (Deliver Words of Command).



**EO C308.01 – EXECUTE FLAG DRILL**

1. **Performance.** Execute Flag Drill.
2. **Conditions**
  - a. Given:
    - (1) Flag with pike,
    - (2) Colour carrying belt,
    - (3) Words of command,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW specified references, the cadet, as a member of a flag party, shall execute flag drill.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Explain details of the following: <ol style="list-style-type: none"> <li>a. flags,</li> <li>b. the pike,</li> <li>c. the colour carrying belt, and</li> <li>d. the composition of a flag party.</li> </ol>	Interactive Lecture	10 min	A0-002 (p. 8-1-1) (pp. 8-2-1 to 8-2-40)  A0-099 (p. 4-1-7, p. 4-1-8)
TP2	Demonstrate, explain and have the cadets practice adopting the following positions with a flag: <ol style="list-style-type: none"> <li>a. the order,</li> <li>b. stand at ease from the order,</li> <li>c. stand easy from stand at ease,</li> <li>d. stand at ease from stand easy, and</li> <li>e. order from stand at ease.</li> </ol>	Demonstration and Performance	15 min	A0-002 (pp. 8-3-1 to 8-3-3)
TP3	Demonstrate, explain and have the cadets practice adopting the following positions with a flag: <ol style="list-style-type: none"> <li>a. carry from the order, and</li> <li>b. order from the carry,</li> <li>c. let fly from the carry, and</li> <li>d. catch the flag from the let fly.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 8-3-3 to 8-3-7)

TP	Description	Method	Time	Ref
TP4	Demonstrate, explain and have the cadets practice the following movements: a. marching and halting in quick time with flags, and b. spiral countermarching with flags.	Demonstration and Performance	35 min	A0-002 (pp. 3-6 to 3-8) A0-031 (p. 3-3-1, p. 3-3-2)
TP5	Demonstrate, explain and have the cadets practice forming to the right and left with flags, to include: a. changing direction by forming at the halt, and b. changing direction by forming on the march.	Demonstration and Performance	40 min	A0-002 (pp. 8-3-3 to 8-3-7) (pp. 8-3-14 to 8-3-18)
TP6	Demonstrate, explain and have the cadets practice marching on and marching off the flags.	Demonstration and Performance	45 min	A0-002 (pp. 8-6-1 to 8-6-3)

## 5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	10 min
c. Demonstration and Performance:	160 min
d. Total:	180 min

## 6. Substantiation

- a. An interactive lecture was chosen for TP 1 to present basic background material on flags and flag parties.
- b. Demonstration and performance was chosen for TPs 2 to 6 as it allows the instructor to demonstrate and explain the skills the cadets are expected to acquire while providing an opportunity for the cadets to practice flag drill 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. A0-031 A-PD-202-001/FP-000 Director Ceremonial 2. (1993). *Canadian Forces Military Bands and Marches: Band Instructions*. Ottawa, ON: Department of National Defence.
- c. A0-099 A-AD-200-000/AG-000 Director History and Heritage. (1999). *The Honours, Flags and Heritage Structure of the Canadian Forces*. Ottawa, ON: Department of National Defence.
- d. A0-102 Director Cadets 5. (1999). *CATO 12-05 Cadet Flags and Banners*. Ottawa, ON: Department of National Defence.

## 8. Training Aids

- a. Flag with pike, and
- b. Colour carrying belt.

9. **Learning Aids**
  - a. Flag with pike, and
  - b. Colour carrying belt.
10. **Test Details.** N/A.
11. **Remarks.** It is recommended that this lesson be conducted in two separate sessions. Conduct TPs 1 to 4 in the first session and TPs 5 and 6 in the second session.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C308.02 – DELIVER WORDS OF COMMAND**

1. **Performance.** Deliver Words of Command.
2. **Conditions**
  - a. Given:
    - (1) Aide-mémoire card,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall deliver words of command by:
  - a. using the following parts of a command:
    - (1) cautionary, and
    - (2) executive; and
  - b. applying vocal techniques.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets practice delivering words of command IAW EO M308.02 (Deliver Words of Command).	Practical Activity	50 min	

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Practical Activity:      | 50 min |
| c. Total:                   | 60 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience delivering words of command in a safe, controlled environment.
7. **References** N/A.
8. **Training Aids.** Aide-mémoire card.
9. **Learning Aids.** Aide-mémoire card.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly colours and sunset parades, and ceremonial parades.
  - b. This EO will be used as additional practice time for EO M308.02 (Deliver Words of Command).

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 10****PO 309 – INSTRUCT A LESSON**

1. **Performance.** Instruct a Lesson.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will instruct a 15-minute lesson to a group of peers using:
  - a. a written lesson plan,
  - b. an appropriate method(s) of instruction, and
  - c. an appropriate instructional aid(s).
4. **Remarks.** N/A.
5. **Complementary Material.** Complementary material associated with PO 309 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:
  - a. EO C309.01 (Deliver a One-Minute Verbal Presentation),
  - b. EO C309.02 (Plan a Lesson),
  - c. EO C309.03 (Instruct a 15-Minute Lesson),
  - d. EO C309.04 (Identify Formations for Drill Instruction),
  - e. EO C309.05 (Plan a Drill Lesson), and
  - f. EO C309.06 (Instruct a 15-Minute Drill Lesson).

THIS PAGE INTENTIONALLY LEFT BLANK



**EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION**

1. **Performance.** Explain the Principles of Instruction.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall explain the principles of instruction by:
  - a. listing the principles of instruction; and
  - b. identifying how they are applied within a lesson.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the principles of instruction, to include: <ol style="list-style-type: none"> <li>a. interest,</li> <li>b. comprehension,</li> <li>c. emphasis,</li> <li>d. participation,</li> <li>e. accomplishment, and</li> <li>f. confirmation.</li> </ol>	Interactive Lecture	10 min	A0-055 (p. 13, p. 14)
TP2	Conduct an activity where the cadets will apply the principles of instruction.  <b>Note:</b> A minimum of three learning stations shall be set up to include information about the application of the principles of instruction.	In-Class Activity	40 min	A0-055 (p. 13, p. 14)

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 10 min
  - c. In-Class Activity: 40 min
  - d. Total: 60 min

6. **Substantiation**
  - a. An interactive lecture was chosen for TP 1 to present the principles of instruction and to generate interest.

- b. An in-class activity was chosen for TP 2 as it is an interactive for the cadets to apply the principles of instruction.
7. **References.** A0-055 A-P9-050-000/PT-006 Canadian Forces Individual Training and Education System. (1997). *Conduct of Instructional Programmes* (Vol. 6). Ottawa, ON: Department of National Defence.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area.
9. **Learning Aids**
- a. ICEPAC Information Sheet,
  - b. ICEPAC Worksheet
  - c. Paper, and
  - d. Pen/pencil.
10. **Test Details.** N/A.
11. **Remarks**
- a. The learning stations must be set up prior to beginning this lesson.
  - b. The cadets will be divided into six groups and will rotate through the stations during the in-class activity in TP 2.

**EO M309.02 – IDENTIFY METHODS OF INSTRUCTION**

1. **Performance.** Identify Methods of Instruction.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. define the following types of lessons:
    - (1) knowledge, and
    - (2) skill;
  - b. list the following methods of instruction:
    - (1) interactive lecture,
    - (2) demonstration and performance,
    - (3) in-class activity,
    - (4) practical activity,
    - (5) game, and
    - (6) field trip; and
  - c. select an appropriate method of instruction appropriate for a given topic.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Describe types of lessons, to include: a. knowledge, and b. skill.	Interactive Lecture	5 min	A0-055 (pp. 17–22)  A0-056 (Annex E)

TP	Description	Method	Time	Ref
TP2	Conduct an activity where the cadets will describe methods of instruction, to include: a. interactive lecture, b. demonstration and performance, c. in-class activity, d. practical activity, e. game, and f. field trip.	In-Class Activity	25 min	A0-055 (pp. 17–22)
TP3	Conduct an activity where the cadets will select an appropriate method of instruction for a given topic.	In-Class Activity	20 min	

#### 5. Time

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture:     | 5 min  |
| c. In-Class Activity:       | 45 min |
| d. Total:                   | 60 min |

#### 6. Substantiation

- An interactive lecture was chosen for TP 1 to describe types of lessons as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- An in-class activity was chosen for TPs 2 and 3 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of types of lessons and 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.
- A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System* (Vol. 5). 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

- List of lesson topics, and
- Methods of Instruction Handout.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).

11. **Remarks.** N/A.

**EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES**

1. **Performance.** Describe Effective-Speaking Techniques.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the following effective-speaking techniques:
  - a. voice control,
  - b. physical presence, and
  - c. preparation.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Explain elements of voice control, to include: <ol style="list-style-type: none"> <li>a. pitch,</li> <li>b. tone,</li> <li>c. volume,</li> <li>d. speed,</li> <li>e. pause, and</li> <li>f. articulation.</li> </ol>	Interactive Lecture	10 min	C0-192 (p. 16, pp. 85–87, p. 188, p. 189)
TP2	Discuss elements of physical presence, to include: <ol style="list-style-type: none"> <li>a. body language, and</li> <li>b. dress and deportment.</li> </ol>	Group Discussion	10 min	C0-192 (p. 16, pp. 103–122, p. 194)
TP3	Explain effective-speaking preparation, to include: <ol style="list-style-type: none"> <li>a. practicing;</li> <li>b. controlling nervousness; and</li> <li>c. identifying a friendly face.</li> </ol>	Interactive Lecture	5 min	C0-192 (p. 85, p. 116, pp. 171–179, p. 188)

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 3 to present basic material and to orient the cadets to aspects of voice control and how to prepare for effective-speaking.
- b. 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 physical presence while speaking in front of a group.

7. **References.** C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.

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

9. **Learning Aids**

- a. Paper, and
- b. Pen/pencil.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

**EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES**

1. **Performance.** Describe Questioning Techniques.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe questioning techniques by:
  - a. listing the purposes of questioning;
  - b. listing the qualities of a good question;
  - c. defining types of questions, to include:
    - (1) lead-off,
    - (2) follow-up,
    - (3) overhead,
    - (4) direct, and
    - (5) reverse or relay.
  - d. listing the steps to posing questions while instructing.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Describe the purposes of questioning.	Interactive Lecture	5 min	A0-194 (p. 37) A0-056 (pp. 1-47 to 1-48)
TP2	Describe the qualities of a good question.	Interactive Lecture	5 min	A0-056 (Annex G) A0-057 (1-49 to 1-52)
TP3	Describe types of questions, to include: a. lead-off, b. follow-up, c. overhead, d. direct, and e. reverse or relay.	Interactive Lecture	5 min	A0-056 (Annex G) A0-057 (pp. 1-48 to 1-49)

TP	Description	Method	Time	Ref
TP4	Conduct an activity where the cadets will practice posing questions using the pose, pause, pounce, ponder and praise sequence.	In-Class Activity	10 min	

5. **Time**

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

6. **Substantiation**

- An interactive lecture was chosen for TPs 1 to 3 as it allows the instructor to describe the purposes, qualities and types of questions while encouraging the cadets to actively participate by asking and responding to questions.
- An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of questioning techniques.

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.
- A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
- A0-057 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of Instruction*. 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.** Posing Questions Sequence Handout.

10. **Test Details.** N/A.

11. **Remarks.** N/A.



**EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS**

1. **Performance.** Select Appropriate Instructional Aids.
2. **Conditions**
  - a. Given:
    - (1) Instructional aids information sheets,
    - (2) Worksheets,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. describe the use of instructional aids, to include:
    - (1) training, and
    - (2) learning;
  - b. list types of instructional aids, to include:
    - (1) verbal support,
    - (2) audiovisual,
    - (3) simulators, and
    - (4) training equipment; and
  - c. select an instructional aid appropriate for a given topic.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe instructional aids, to include: a. training, and b. learning.	Interactive Lecture	5 min	A0-056 (p. 12, p. 25) A0-058 (p. 15)
TP2	Conduct an activity where the cadets will identify types of instructional aids and select an instructional aid appropriate for a given topic.	In-Class Activity	45 min	A0-056 (Annex F) A0-058 (Annex E) A0-057 (pp. 29–40) C0-194 (pp. 1–6)

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture:     | 5 min  |
| c. In-Class Activity:       | 45 min |
| d. Total:                   | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce instructional aids, as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to introduce the cadets to the different types of instructional aids and to confirm the cadets' comprehension of the material presented.

7. **References**

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System*. (Vol. 5). Ottawa, ON: Department of National Defence.
- b. A0-057 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of Instruction*. Ottawa, ON: Department of National Defence.
- c. A0-058 A-P9-050-000/PT-004 Director Training and Education Policy. (1999). *Canadian Forces Individual Training and Education System*. (Vol. 4). Ottawa, ON: Department of National Defence.
- d. C0-194 Dynamic Flight, Inc. *Instructional Aids and Training Technologies*. (2003). Retrieved March 20, 2008, from [http://www.dynamicflight.com/avcfibook/inst\\_aids/](http://www.dynamicflight.com/avcfibook/inst_aids/).

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the training/classroom area,
- b. Stopwatch, and
- c. Signalling device.

9. **Learning Aids**

- a. Instructional aids information sheets,
- b. Worksheets,
- c. Flip chart paper,
- d. Coloured markers, and
- e. Pens/pencils.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).

11. **Remarks.** Samples of training aids available at the corps should be used during this lesson.

**EO M309.06 – PLAN A LESSON**

1. **Performance.** Plan a Lesson.
2. **Conditions**
  - a. Given:
    - (1) A lesson specification,
    - (2) An instructional guide,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - 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**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Explain how to research lesson content by identifying the following: <ol style="list-style-type: none"> <li>a. an enabling objective (EO) and lesson specification,</li> <li>b. an instructional guide, and</li> <li>c. references.</li> </ol>	Interactive Lecture	10 min	A0-056 (p. 22, p. 23)
TP2	Explain how to prepare for a lesson, by: <ol style="list-style-type: none"> <li>a. selecting a lesson location; and</li> <li>b. setting up the location.</li> </ol>	Interactive Lecture	5 min	C0-192 (pp. 171–179) C0-193 (p. 108, p. 109)
TP3	Describe the lesson plan format, to include: <ol style="list-style-type: none"> <li>a. the introduction,</li> <li>b. the body, and</li> <li>c. the conclusion.</li> </ol>	Interactive Lecture	10 min	
TP4	Supervise and provide assistance while the cadets plan a lesson.  <b>Note:</b> Cadets shall choose from the list of approved 15-minute topics.	Practical Activity	25 min	A0-056 (p. 22, p. 23, Annex E)

5. **Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	25 min
c. Practical Activity:	25 min
d. Total:	60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 to 3 to present basic material on how to research lesson content and how to prepare for a lesson.
- b. A practical activity was chosen for TP 4 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 M309.07 (Instruct a 15-Minute Lesson).

7. **References**

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
- b. C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
- c. C0-193 (ISBN 1-890460-02-8) Jenson, E. (1999). *Super Teaching: Mastering Strategies for Building Trainee Success*. San Diego, CA: The Brain Store Inc.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- b. List of approved 15-minute topics.

9. **Learning Aids**

- a. A lesson specification,
- b. An instructional guide,
- c. Plan a Lesson Checklist,
- d. Paper, and
- e. Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (309 PC).

11. **Remarks**

- a. This EO should be scheduled at least one week prior to EO M309.07 (Instruct a 15-Minute Lesson).
- b. EO C309.02 (Plan a Lesson) may be scheduled as additional time for this EO.

**EO M309.07 – INSTRUCT A 15-MINUTE LESSON**

1. **Performance.** Instruct a 15-Minute Lesson.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 15-minute lesson to a group of peers using:
  - a. a written lesson plan,
  - b. an appropriate method(s) of instruction, and
  - c. an appropriate instructional aid(s).
4. **Teaching Points.** Have the cadets instruct a 15-minute 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.** A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Manual of Individual Training and Education* (Vol. 6). Ottawa, ON: Department of National Defence.
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](#), [Appendix 4](#) (309 PC).
11. **Remarks.** Additional time for this EO is available in EO C309.03 (Instruct a 15-Minute Lesson).

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION**

1. **Performance.** Deliver a One-Minute Verbal Presentation.
2. **Conditions**
  - a. Given:
    - (1) List of approved topics, and
    - (2) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a one-minute verbal presentation.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review effective-speaking techniques, to include: <ol style="list-style-type: none"> <li>a. elements of voice control,</li> <li>b. elements of physical presence, and</li> <li>c. preparation.</li> </ol>	Group Discussion	15 min	C0-192 (pp. 85–98, pp. 99–124, pp. 183–210)
TP2	Explain the expectations of the one-minute verbal presentation.	Interactive Lecture	10 min	
TP3	Conduct an activity where the cadets will deliver a one-minute verbal presentation.	Practical Activity	25 min	

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Group Discussion: 15 min
  - c. Interactive Lecture: 10 min
  - d. Practical Activity: 25 min
  - e. Total: 60 min

6. **Substantiation**
  - a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about public speaking.
  - b. An interactive lecture was chosen for TP 2 as it allows the instructor to explain the expectations of the cadets for the one-minute verbal presentation.
  - c. A practical activity was chosen for TP 3 as it is an interactive way to help the cadets develop effective-speaking skills in a safe and controlled environment.

7. **References.** C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
  - a. List of approved topics, and
  - b. Verbal Presentation Feedback Form.
10. **Test Details.** N/A.
11. **Remarks**
  - a. TP 3 should be scheduled on a separate training night after TPs 1 and 2 have been conducted.
  - b. This EO should be scheduled after EO M309.03 (Describe Effective-Speaking Techniques) and before EO M309.06 (Plan a Lesson).



**EO C309.02 – PLAN A LESSON**

1. **Performance.** Plan a Lesson.
2. **Conditions**
  - a. Given:
    - (1) A lesson specification,
    - (2) An instructional guide,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. research lesson content;
  - b. choose a lesson plan format; and
  - c. develop a written 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 M309.07 (Instruct a 15-Minute Lesson).
7. **References**
  - a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
  - b. C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
  - c. C0-193 (ISBN 1-890460-02-8) Jenson, E. (1999). *Super Teaching: Mastering Strategies for Building Trainee Success*. San Diego, CA: The Brain Store Inc.
8. **Training Aids.** N/A.
9. **Learning Aids**
  - a. A lesson specification, and
  - b. An instructional guide.

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO may be used as additional time for EO M309.06 (Plan a Lesson).
- b. There is no instructional guide for this EO.

**EO C309.03 – INSTRUCT A 15-MINUTE LESSON**

1. **Performance.** Instruct a 15-Minute Lesson.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 15-minute lesson to a group of peers using:
  - a. a written lesson plan,
  - b. an appropriate method(s) of instruction, and
  - c. an appropriate instructional aid(s).
4. **Teaching Points.** Have the cadets instruct a 15-minute 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.** A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Manual of Individual Training and Education* (Vol. 6). Ottawa, ON: Department of National Defence.
8. **Training Aids.** Instruction assessment form.
9. **Learning Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
  - b. Instruction assessment form.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO may be used as additional time for EO M309.07 (Instruct a 15-Minute Lesson).
  - b. There is no instructional guide for this EO.

THIS PAGE INTENTIONALLY LEFT BLANK

**EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION**

1. **Performance.** Identify Formations for Drill Instruction.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall identify the following formations for drill instruction:
  - a. single rank,
  - b. semicircle, and
  - c. hollow square.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the following formations for drill instruction: <ol style="list-style-type: none"> <li>a. single rank,</li> <li>b. semicircle, and</li> <li>c. hollow square.</li> </ol>	Interactive Lecture	5 min	A0-002 (p. 1-1-7)
TP2	Demonstrate the procedure for forming a hollow square and reforming a squad.	Demonstration	20 min	A0-002 (p. 3-22)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce the formations used for drill instruction.
- b. A demonstration was chosen for TP 2 as it allows the instructor to demonstrate the procedures for forming a hollow square and reforming the squad.

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.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C309.05 – PLAN A DRILL LESSON**

1. **Performance.** Plan a Drill Lesson.

2. **Conditions**

a. Given:

- (1) A lesson specification,
- (2) An instructional guide,
- (3) Supervision, and
- (4) Assistance as required.

b. Denied: N/A.

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

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

- a. identify the drill instruction sequence; and
- b. develop a written drill lesson plan.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the drill instruction sequence, to include: <ol style="list-style-type: none"> <li>a. introduction,</li> <li>b. body,</li> <li>c. end of lesson confirmation, and</li> <li>d. conclusion.</li> </ol>	Interactive Lecture	10 min	A0-002 (pp. 1-1-4 to 1-1-8)
TP2	Review the lesson-planning process.	Interactive Lecture	10 min	
TP3	Supervise and provide assistance while the cadets plan a drill lesson.	Practical Activity	30 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to present the drill instruction sequence and to stimulate an interest in planning a drill lesson.

- b. A practical activity was chosen for TP 3 to guide the cadets through the process of planning a drill lesson.
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**
- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
  - b. List of approved 15-minute drill topics.
9. **Learning Aids**
- a. Lesson Plan Handout,
  - b. Blank Drill Lesson Plan,
  - c. Plan a Drill Lesson Checklist,
  - d. A lesson specification, and
  - e. An instructional guide.
10. **Test Details.** N/A.
11. **Remarks.** This EO should be scheduled at least one week prior to EO C309.06 (Instruct a 15-Minute Drill Lesson).



**EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON**

1. **Performance.** Instruct a 15-Minute Drill Lesson.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW A-PD-201-000/PT-001, the cadet shall instruct a 15-minute drill lesson to a group of peers using:
  - a. a written lesson plan, and
  - b. the drill instruction sequence.
4. **Teaching Points.** Supervise while the cadets instruct a 15-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.** N/A.
11. **Remarks**
  - a. This EO shall be conducted after EO C309.04 (Identify Formations for Drill Instruction) and EO C309.05 (Plan a Drill Lesson).
  - b. Additional time may be required for class sizes greater than five cadets.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 11****PO 311 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY**

1. **Performance.** Participate in a Recreational Summer Biathlon Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Safety glasses/goggles,
    - (3) Shooting mat,
    - (4) Air rifle pellets,
    - (5) Container to hold pellets,
    - (6) Biathlon air rifle target (BART),
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
    - (2) Running route of approximately 1000 m.
3. **Standard.** The cadet will participate in a recreational summer biathlon activity by:
  - a. running a route of approximately 1000 m;
  - b. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - c. running a second route of approximately 1000 m;
  - d. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - e. running a third route of approximately 1000 m; and
  - f. finishing the race.
4. **Remarks**
  - a. The cadet must have completed PO 111 (Participate in a Summer Biathlon Activity) and PO 211 (Participate in Competitive Summer Biathlon Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 9) prior to participating in this PO.
  - b. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
5. **Complementary Material**
  - a. Complementary training offered in previous phases may be selected as complementary training in Phase Three, specifically:
    - (1) PO 211 (Participate in Competitive Summer Biathlon Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 9), and

(2) PO 111 (Participate in a Summer Biathlon Activity).

- b. PO 311 (Participate in a Recreational Summer Biathlon Activity) is a complementary package designed to provide an opportunity for the cadet to participate in recreational summer biathlon activities.
- c. POs 311, 211 and 111 are limited to a total of nine periods per training year.

## EO C311.01 – PRACTICE AIMING AND FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY

1. **Performance.** Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Safety glasses/goggles,
    - (3) Shooting mat,
    - (4) Biathlon air rifle target (BART),
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
    - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall aim and fire the cadet air rifle following physical activity practicing:
  - a. breathing techniques, and
  - b. natural alignment.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	IAW EO C206.02 (Practice Aiming Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6), review: <ol style="list-style-type: none"> <li>a. the importance of controlled breathing in marksmanship, and</li> <li>b. how to achieve a controlled breathing sequence.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 2-12)

TP	Description	Method	Time	Ref
TP2	IAW EO C206.03 (Practice Firing Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6), review natural sight alignment by: <ul style="list-style-type: none"> <li>a. adopting a comfortable prone position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking several normal breaths to relax the muscles;</li> <li>e. looking through sights when comfortable;</li> <li>f. adjusting body position until a proper sight picture is achieved; and</li> <li>g. proceeding to fire.</li> </ul>	Interactive Lecture	5 min	A0-027 (p. 1-5-7)
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ul 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 muscle temperature to facilitate reactions in muscle tissue.</li> </ul>	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089
TP4	Conduct an activity where cadets will aim and fire the cadet air rifle following physical activity practicing: <ul style="list-style-type: none"> <li>a. breathing techniques, and</li> <li>b. natural alignment.</li> </ul>	Practical Activity	60 min	C0-149
TP5	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> <li>a. allow the body to slowly recover from physical activity and help to prevent injury;</li> <li>b. prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>c. stretch the muscles.</li> </ul>	Practical Activity	5 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. Total:	90 min

**6. Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to review aiming and firing techniques.
- b. A practical activity was chosen for TPs 3 to 5 as it is an interactive way to allow the cadets to experience aiming and firing the cadet air rifle following physical activity.

**7. References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. 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.
- c. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- d. C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.

**8. Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.**9. Learning Aids**

- a. Cadet air rifle,
- b. Safety glasses/goggles,
- c. Shooting mat,
- d. Target frame,
- e. BART, and
- f. Coin.

**10. Test Details.** N/A.**11. Remarks.** This lesson shall be taught prior to conducting EO C311.02 (Participate in a Recreational Summer Biathlon Activity).

THIS PAGE INTENTIONALLY LEFT BLANK



**EO C311.02 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY**

1. **Performance.** Participate in a Recreational Summer Biathlon Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Safety glasses/goggles,
    - (3) Shooting mat,
    - (4) Air rifle pellets,
    - (5) Container to hold pellets,
    - (6) Biathlon air rifle target (BART),
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
    - (2) Running route of approximately 1000 m.
3. **Standard.** The cadet shall participate in a recreational summer biathlon activity, to include:
  - a. running a route of approximately 1000 m;
  - b. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - c. running a second route of approximately 1000 m;
  - d. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - e. running a third route of approximately 1000 m; and
  - f. finishing the race.
4. **Teaching Points**
  - a. Explain the components of a recreational summer biathlon activity, to include:
    - (1) composition,
    - (2) course layout,
    - (3) rules and regulations,
    - (4) scoring,
    - (5) penalties, and
    - (6) out of bounds areas.
  - b. Conduct a warm-up session composed of light cardiovascular exercises.

- c. Conduct a recreational summer biathlon activity IAW paragraph 3.
- d. Conduct a cool-down session composed of light cardiovascular exercises.

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Practical Activity: 170 min
- c. Total: 180 min

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for the cadets to participate in recreational summer biathlon. This activity contributes to the development of biathlon skills and knowledge, and promotes physical fitness in a fun and challenging setting.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-036 Cadets Canada. (n.d.). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- c. A0-098 Director Cadets 4. (2007). CATO 14-42, *Biathlon Common Program*. Ottawa, ON: Department of National Defence.
- d. 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.
- e. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

8. **Training Aids**

- a. Cadet air rifle,
- b. Safety glasses/goggles,
- c. Shooting mat,
- d. Biathlon scoresheets,
- e. Course control sheets,
- f. Range recording sheets,
- g. Air rifle pellets,
- h. Container to hold pellets,
- i. BART,
- j. Notice board, and
- k. Stopwatches.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle slings,

- c. Safety glasses/goggles,
  - d. Shooting mat,
  - e. Air rifle pellets,
  - f. Container to hold pellets, and
  - g. BART.
10. **Test Details.** N/A.
11. **Remarks.** EO C311.01 (Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to conducting this activity.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 12**

**PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES**

1. **PO X20 – Participate in CAF Familiarization Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 13****PO 321 – RIG A LIFTING DEVICE**

1. **Performance.** Rig a Lifting Device.
2. **Conditions**
  - a. Given:
    - (1) Sheers kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard Hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, will rig sheers, to include:
  - a. rigging;
  - b. responding to commands; and
  - c. de-rigging.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 321 is designed to enhance the cadet's knowledge of lifting devices through a number of activities:
    - (1) EO C321.01 (Rig Sheers),
    - (2) EO C321.02 (Rig a Standing Derrick),
    - (3) EO C321.03 (Rig a Gyn),
    - (4) EO C321.04 (Make a Monkey's Fist), and
    - (5) EO C321.05 (Make a Turk's Head).
  - b. Some complementary training offered in previous phases may be selected as complementary training in Phase Three, specifically:
    - (1) EO C221.01 (Make a Back Splice, A-CR-CCP-602/PG-001, Chapter 4, Section 11),
    - (2) EO C221.02 (Make an Eye Splice, A-CR-CCP-602/PG-001, Chapter 4, Section 11),
    - (3) EO C221.03 (Make a Long Splice, A-CR-CCP-602/PG-001, Chapter 4, Section 11),
    - (4) EO C121.01 (Whip the End of a Line Using a West-Country Whipping, A-CR-CCP-601/PG-001, Chapter 4, Section 10),

- (5) EO C121.02 (Whip the End of a Line Using a Sailmaker's Whipping, A-CR-CCP-601/PG-001, Chapter 4, Section 10),
  - (6) EO C121.03 (Complete a Rolling Hitch, A-CR-CCP-601/PG-001, Chapter 4, Section 10), and
  - (7) EO C121.04 (Complete a Marling Hitch, A-CR-CCP-601/PG-001, Chapter 4, Section 10).
- c. When selecting complementary training from previous phases, training staff shall review the applicable performance objective, lesson specification(s) and instructional guide(s).
  - d. Complementary training associated with PO 321 is limited to a total of 12 periods. Corps are not required to use all 12 periods.



**EO M321.01 – DESCRIBE SAFETY PROCEDURES FOR OPERATING LIFTING DEVICES**

1. **Performance.** Describe Safety Procedures for Operating Lifting Devices.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe safety procedures for operating lifting devices, to include:
  - a. safe practices,
  - b. personal safety equipment, and
  - c. danger zones.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss safety procedures and equipment for operating lifting devices, to include: <ol style="list-style-type: none"> <li>a. safe practices, to include:               <ol style="list-style-type: none"> <li>(1) personal conduct,</li> <li>(2) clothing, and</li> <li>(3) use of rigging equipment; and</li> </ol> </li> <li>b. personal safety equipment, to include:               <ol style="list-style-type: none"> <li>(1) hard hat,</li> <li>(2) issued cadet boots, and</li> <li>(3) knife lanyard.</li> </ol> </li> </ol>	Interactive Lecture	15 min	A1-004 (p. 4-5, p. 4-7, p. 4-11, p. 4-12) C1-131 (ch. 6, p. 9)
TP2	Describe danger zones of sheers, gyn and standing derrick, to include: <ol style="list-style-type: none"> <li>a. where they are located, and</li> <li>b. when they come into effect.</li> </ol>	Interactive Lecture	10 min	C1-131 (ch. 6, p. 4)

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 introduce safety procedures for operating lifting devices.
7. **References**
  - a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
  - b. C1-131 Navy League of Canada. (2008). *NLP 101 Flotilla and Provincial Seamanship Competition Manual*. Toronto, ON: Navy League of Canada.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** Safety zones handout.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 5](#) (321 PC).
11. **Remarks.** This EO shall be conducted prior to EO M321.02 (Rig Sheers).

**EO M321.02 – RIG SHEERS**

1. **Performance.** Rig Sheers.
2. **Conditions**
  - a. Given:
    - (1) Sheers kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, shall rig sheers, to include:
  - a. describing its function;
  - b. identifying its parts;
  - c. rigging;
  - d. responding to commands; and
  - e. de-rigging.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the function of sheers, to include: <ol style="list-style-type: none"> <li>a. lifting a load that is not required to be slewed; and</li> <li>b. lifting a load from a jetty onto the ship.</li> </ol>	Interactive Lecture	5 min	C1-049 (p. 197, p. 198)

TP	Description	Method	Time	Ref
TP2	Describe the parts of the sheers, to include: <ol style="list-style-type: none"> <li>a. spars,</li> <li>b. head lashing,</li> <li>c. topping lift,</li> <li>d. main purchase,</li> <li>e. leading block (for the fall of the main purchase),</li> <li>f. strops,</li> <li>g. splay tackle,</li> <li>h. heel tackles,</li> <li>i. tag line,</li> <li>j. martingale (if fitted), and</li> <li>k. shoes (if fitted).</li> </ol>	Interactive Lecture	10 min	C1-049 (p. 197)
TP3	Demonstrate and have the cadets tie a timber hitch.	Demonstration and Performance	20 min	C1-064 (p. 98, p. 99)
TP4	Demonstrate and have the cadets choke a luff.	Demonstration and Performance	20 min	C1-003 (p. 170, p. 171)
TP5	Describe the actions taken in response to the following commands: <ol style="list-style-type: none"> <li>a. heave in,</li> <li>b. check away,</li> <li>c. avast,</li> <li>d. choke,</li> <li>e. secure,</li> <li>f. handsomely, and</li> <li>g. roundly.</li> </ol>	Interactive Lecture	15 min	A1-004 (pp. 3-21 to 3-28)
TP6	Demonstrate and have the cadets, as members of a group, rig sheers.	Demonstration and Performance	20 min	C1-049 (pp. 205–207)
TP7	Have the cadets, as members of a group, operate the sheers, to include: <ol style="list-style-type: none"> <li>a. raising the sheers;</li> <li>b. hooking on a load of 22 kg (50 lbs) or less;</li> <li>c. raising the load;</li> <li>d. securing the load line;</li> <li>e. lowering the load; and</li> <li>f. lowering the sheers.</li> </ol>	Practical Activity	40 min	C1-049 (p. 210)

TP	Description	Method	Time	Ref
	<b>Note:</b> Minimum group size for this TP is four.			
TP8	Demonstrate and have the cadets, as members of a group, de-rig sheers.	Demonstration and Performance	10 min	

#### 5. Time

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction/Conclusion:       | 10 min  |
| b. | Interactive Lecture:           | 30 min  |
| c. | Demonstration and Performance: | 70 min  |
| d. | Practical Activity:            | 40 min  |
| e. | Total:                         | 150 min |

#### 6. Substantiation

- An interactive lecture was chosen for TPs 1, 2 and 5 to present and illustrate the function, basic materials needed and the application of commands for rigging sheers.
- Demonstration and performance was chosen for TPs 3, 4, 6 and 8 as it provides the instructor the opportunity to introduce sheers, demonstrate procedures and observe the cadets' rigging and de-rigging skills.
- A practical activity was chosen for TP 7 as it is an interactive way to introduce the cadets to operating sheers in a safe and controlled environment. This activity contributes to the development of seamanship skills and teamwork in a fun and challenging setting.

#### 7. References

- C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.
- C1-064 (ISBN 1-55267-986-1) Budworth, G. (2001). *The Ultimate Encyclopedia of Knots & Ropework*. London, England: Anness Publishing Limited.

#### 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Sheers kit,
- Load of 22 kg (50 lbs) or less,
- Pylons,
- Whistle,
- Stopwatch,
- Parts cards,
- Picture/model of sheers, and

- i. Sheers scoresheet.

9. **Learning Aids**

- a. Sheers kit,
- b. Load of 22 kg (50 lbs) or less,
- c. Hook,
- d. Hard hat,
- e. Issued cadet boots, and
- f. Knife with lanyard.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 5](#) (321 PC).

11. **Remarks**

- a. This EO shall be conducted after EO M321.01 (Describe Safety Procedures for Operating Lifting Devices).
- b. This EO may be conducted as five consecutive periods on a weekend training day or over two training nights. Training night one will consist of TPs 1 to 4 for a total of two periods. Training night two will consist of TPs 5 to 8 for a total of three periods.

**EO C321.01 – RIG SHEERS**

1. **Performance.** Rig Sheers.
2. **Conditions**
  - a. Given:
    - (1) Sheers kit (IAW Chapter 2, [Annex C](#), [Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, shall rig sheers, to include:
  - a. rigging;
  - b. responding to commands; and
  - c. de-rigging.
4. **Teaching Points.** Supervise while the cadets, as members of a group, rig sheers.
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 introduce the cadets to rigging sheers in a safe and controlled environment. This activity contributes to the development of seamanship skills and knowledge in a fun and challenging setting.
7. **References.** C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.
8. **Training Aids**
  - a. Sheers kit, and
  - b. Load of 22 kg (50 lbs) or less.
9. **Learning Aids**
  - a. Sheers kit,
  - b. Load of 22 kg (50 lbs) or less,
  - c. Hard hat, and

d. Knife with lanyard.

10. **Test Details.** N/A.

11. **Remarks**

a. This EO may be used as additional practice time for EO M321.02 (Rig Sheers).

b. There is no instructional guide for this EO.



**EO C321.02 – RIG A STANDING DERRICK**

1. **Performance.** Rig a Standing Derrick.
2. **Conditions**
  - a. Given:
    - (1) Standing derrick kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, shall rig a standing derrick, to include:
  - a. explaining its function;
  - b. identifying its parts;
  - c. rigging;
  - d. responding to commands; and
  - e. de-rigging.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain the function of a standing derrick, to include:</p> <ol style="list-style-type: none"> <li>a. lifting heavy objects on board ships when a crane or other lifting devices are unavailable; and</li> <li>b. lifting heavy objects on land when lifting devices, such as hydraulics, are not available.</li> </ol>	Interactive Lecture	5 min	<p>C1-047 (p. 3-192)</p> <p>C1-049 (p. 194, p. 195)</p>

TP	Description	Method	Time	Ref
TP2	Identify the parts of a standing derrick, to include: <ol style="list-style-type: none"> <li>a. topping lift (back guy),</li> <li>b. side guys,</li> <li>c. main purchase,</li> <li>d. spar,</li> <li>e. anti-twister,</li> <li>f. leading block (for the fall of the main purchase),</li> <li>g. strops,</li> <li>h. heel tackles,</li> <li>i. tag line,</li> <li>j. martingale (if fitted),</li> <li>k. shoe (if fitted), and</li> <li>l. thumb pieces/rope collars (if fitted).</li> </ol>	Interactive Lecture	15 min	C1-047 (pp. 3-193 to 3-202)  C1-049 (p. 195, pp. 199–201)
TP3	Describe the actions taken in response to the following commands: <ol style="list-style-type: none"> <li>a. heave in,</li> <li>b. check away,</li> <li>c. avast,</li> <li>d. choke,</li> <li>e. secure,</li> <li>f. handsomely, and</li> <li>g. roundly.</li> </ol>	Interactive Lecture	15 min	A1-004 (pp. 3-21 to 3-28)
TP4	Demonstrate and have the cadets, as members of a group, rig a standing derrick.	Demonstration and Performance	20 min	C1-047 (p. 3-201)
TP5	Have the cadets, as members of a group, operate a standing derrick, to include: <ol style="list-style-type: none"> <li>a. hooking on a load of 22 kg (50 lbs) or less;</li> <li>b. raising the load;</li> <li>c. lowering the load; and</li> <li>d. unhooking the load.</li> </ol> <p><b>Note:</b> Minimum group size for this TP is four.</p>	Practical Activity	75 min	
TP6	Demonstrate and have the cadets, as members of a group, de-rig a standing derrick.	Demonstration and Performance	10 min	

**5. Time**

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	35 min
c. Demonstration and Performance:	30 min
d. Practical Activity:	75 min
e. Total:	150 min

**6. Substantiation**

- An interactive lecture was chosen for TPs 1 to 3 to illustrate the function, parts and rigging commands for a standing derrick.
- Demonstration and performance was chosen for TPs 4 and 6 as it provides the instructor the opportunity to introduce a standing derrick, demonstrate procedures and observe the cadets rigging and de-rigging a standing derrick.
- A practical activity was chosen for TP 5 as it is an interactive way to introduce the cadets to operating a standing derrick in a safe and controlled environment. This activity contributes to the development of seamanship skills and knowledge in a fun and challenging setting.

**7. References**

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-047 (ISBN 0-11-772695-8) Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: Her Majesty's Stationery Office.
- C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964 (Vol. 2)*. Cambridge, England: Her Majesty's Stationery Office.

**8. Training Aids**

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Standing derrick kit,
- Load of 22 kg (50 lbs) or less,
- Pylons,
- Parts cards,
- Picture/model of standing derrick,
- Standing derrick scoresheet,
- Whistle, and
- Stopwatch.

**9. Learning Aids**

- Standing derrick kit,
- Load of 22 kg (50 lbs) or less,

- c. Hook,
- d. Hard hat,
- e. Issued cadet boots, and
- f. Knife with lanyard.

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO shall be conducted after EO M321.01 (Describe Safety Procedures for Operating Lifting Devices).
- b. The cadets must wear issued cadet boots and hard hats while operating the standing derrick.

**EO C321.03 – RIG A GYN**

1. **Performance.** Rig a Gyn.
2. **Conditions**
  - a. Given:
    - (1) Gyn kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, shall rig a gyn, to include:
  - a. explaining its function;
  - b. identifying its parts;
  - c. rigging;
  - d. responding to commands; and
  - e. de-rigging.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the function of a gyn, to include: <ol style="list-style-type: none"> <li>a. lifting heavy objects on board ships when a crane or derrick is unavailable; and</li> <li>b. lifting heavy objects on land when lifting devices, such as hydraulics, are not available.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 5-102)  C1-049 (p. 194)

TP	Description	Method	Time	Ref
TP2	Identify the parts of a gyn, to include: <ol style="list-style-type: none"> <li>a. head lashing,</li> <li>b. spars,</li> <li>c. main purchase,</li> <li>d. splay tackles,</li> <li>e. leading block (for the fall of the main purchase),</li> <li>f. strops,</li> <li>g. shoes (if fitted), and</li> <li>h. thumb pieces/rope collars (if fitted).</li> </ol>	Interactive Lecture	15 min	A1-004 (p. 5-102)  C1-047 (pp. 3-196 to 3-198, p. 3-204)  C1-049 (p. 200, p. 201, p. 207, p. 208)
TP3	Describe the actions taken in response to the following commands: <ol style="list-style-type: none"> <li>a. heave in,</li> <li>b. check away,</li> <li>c. avast,</li> <li>d. choke,</li> <li>e. secure,</li> <li>f. handsomely, and</li> <li>g. roundly.</li> </ol>	Interactive Lecture	15 min	A1-004 (pp. 3-21 to 3-28)
TP4	Demonstrate and have the cadets, as members of a group, rig a gyn.	Demonstration and Performance	20 min	C1-049 (p. 207, p. 208)
TP5	Demonstrate and have the cadets, as members of a group, operate a gyn, to include: <ol style="list-style-type: none"> <li>a. hooking on a load of 22 kg (50 lbs) or less;</li> <li>b. raising the load;</li> <li>c. lowering the load; and</li> <li>d. unhooking the load.</li> </ol> <p><b>Note:</b> Minimum group size for this TP is three.</p>	Practical Activity	75 min	
TP6	Demonstrate and have the cadets, as members of a group, de-rig a gyn.	Demonstration and Performance	10 min	

## 5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	35 min
c. Demonstration and Performance:	30 min
d. Practical Activity:	75 min
e. Total:	150 min

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 to 3 to illustrate the function, parts and rigging commands for a gyn.
- Demonstration and performance was chosen for TPs 4 and 6 as it provides the instructor the opportunity to introduce a gyn, demonstrate procedures and observe the cadets rigging and de-rigging a gyn.
- A practical activity was chosen for TP 5 as it is an interactive way to introduce the cadets to operating a gyn in a safe and controlled environment. This activity contributes to the development of seamanship skills and knowledge in a fun and challenging setting.

## 7. References

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship*. (Vol. 1). London, England: Her Majesty's Stationery Office.
- C1-047 (ISBN 0-11-772695-8) Royal Navy. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: Her Majesty's Stationery Office.
- C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.

## 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Gyn kit,
- Load of 22 kg (50 lbs) or less,
- Pylons,
- Whistle,
- Stopwatch,
- Parts cards,
- Picture/model of sheers, and
- Sheers scoresheet.

9. **Learning Aids**

- a. Gyn kit,
- b. Load of 22 kg (50 lbs) or less,
- c. Hook,
- d. Hard hat,
- e. Issued cadet boots, and
- f. Knife with lanyard.

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO shall be conducted after EO M321.01 (Describe Safety Procedures for Operating Lifting Devices).
- b. The cadets must wear issued cadet boots and hard hats while operating the gyn.



**EO C321.04 – MAKE A MONKEY’S FIST**

1. **Performance.** Make a Monkey’s Fist.

2. **Conditions**

a. Given:

- (1) Line,
- (2) Supervision, and
- (3) Assistance as required.

b. Denied: N/A.

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

3. **Standard.** The cadet shall make a monkey’s fist.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of a monkey’s fist.	Interactive Lecture	5 min	A1-004 (p. 5-34, p. 5-35)
TP2	Demonstrate and have the cadets make a monkey’s fist.	Demonstration and Performance	45 min	A1-004 (p. 5-35)  C1-102

5. **Time**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 10 min |
| b. Interactive Lecture:           | 5 min  |
| c. Demonstration and Performance: | 45 min |
| d. Total:                         | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to explain the use of the monkey’s fist.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a monkey’s fist while providing an opportunity for the cadets to practice this skill under supervision.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-102 Fukahara, D. (2002). *Fancy Knotting: An Introduction*. Vancouver, BC: David Fukahara.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Completed monkey's fist, and
- c. Line.

9. **Learning Aids.** Line.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

**EO C321.05 – MAKE A TURK’S HEAD**

1. **Performance.** Make a Turk’s Head.

2. **Conditions**

a. Given:

- (1) Line,
- (2) Supervision, and
- (3) Assistance as required.

b. Denied: N/A.

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

3. **Standard.** The cadet shall make a turk’s head.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of a turk’s head.	Interactive Lecture	5 min	A1-004 (p. 5-41, p. 5-42)
TP2	Demonstrate and have the cadets make a turk’s head.	Demonstration and Performance	45 min	A1-004 (p. 5-42)

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 5 min
- c. Demonstration and Performance: 45 min
- d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to explain the use of the turk’s head.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a turk’s head while providing an opportunity for the cadets to practice this skill under supervision.

7. **References.** A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Completed turk’s head, and
- c. Line.

9. **Learning Aids.** Line.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**SECTION 14**

**PO 322 – ATTAIN PLEASURE CRAFT OPERATOR COMPETENCY**

1. **PO 322 – Attain Pleasure Craft Operator Competency**

This PO and its associated EOs are located in A-CR-CCP-921/PG-001, *Canadian Cadet Organizations Small Craft Operator Program (SCOP), Module 1 – Pleasure Craft Operator Competency*.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 15****PO 323 – SERVE IN A NAVAL ENVIRONMENT**

1. **Performance.** Serve in a Naval Environment.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will:
  - a. identify the corps' structure, to include:
    - (1) functional organization,
    - (2) duty personnel organization, and
    - (3) training organization; and
  - b. perform the duties of the Quartermaster.
4. **Remarks.** Corps should follow a ship's routine to reinforce this PO.
5. **Complementary Material**
  - a. Complementary material associated with PO 323 is designed to enhance the cadet's ability to serve in a naval environment through a number of activities:
    - (1) EO C323.01 (Communicate Using Flags and Pennants),
    - (2) EO C323.02 (Pipe Wakey Wakey), and
    - (3) EO C323.03 (Pipe Hands to Dinner).
  - b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Three, specifically:
    - (1) EO C223.01 (Define Naval Terminology, A-CR-CCP-602/PG-001, Chapter 4, Section 12),
    - (2) EO C223.02 (Pipe the Side, A-CR-CCP-602/PG-001, Chapter 4, Section 12),
    - (3) EO C123.01 (Read the 24-hour Clock, A-CR-CCP-601/PG-001, Chapter 4, Section 12),
    - (4) EO C123.02 (Recite the Phonetic Alphabet, A-CR-CCP-601/PG-001, Chapter 4, Section 12), and
    - (5) EO C123.03 (Participate in a Semaphore Exercise, A-CR-CCP-601/PG-001, Chapter 4, Section 12).
  - c. When selecting complementary material from previous phases, training staff will review the applicable performance objective, lesson specification(s) and instructional guide(s).

- d. Complementary training associated with PO 323 is limited to a total of 7 periods. Corps are not required to use all 7 periods.



**EO M323.01 – PERFORM CORPS DUTIES**

1. **Performance.** Perform Corps Duties.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. describe the corps structure, to include:
    - (1) functional organization,
    - (2) duty personnel organization, and
    - (3) training organization; and
  - b. perform the duties of a Quartermaster.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Explain corps' structure, to include: <ol style="list-style-type: none"> <li>a. functional organization,</li> <li>b. duty personnel organization, and</li> <li>c. training organization.</li> </ol>	Interactive Lecture	10 min	Corps Standing Orders A1-047
TP2	Describe the duties of a Quartermaster, to include: <ol style="list-style-type: none"> <li>a. running colours and sunset;</li> <li>b. maintain the corps' routine;</li> <li>c. controlling the corps' broadcast system;</li> <li>d. controlling the brow; and</li> <li>e. ensuring the cleanliness of the brow area.</li> </ol>	Interactive Lecture	10 min	A1-047
TP3	Conduct an activity where the cadets will perform the duties of a Quartermaster.	In-Class Activity	30 min	

5. **Time**

a. Introduction/Conclusion:	10 min
b. In-Class Activity:	40 min
c. Interactive Lecture:	10 min
d. Total:	60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 as it allows the instructor to deliver new information on the duties of a Quartermaster and to involve the cadets by encouraging them to ask and respond to questions.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to allow the cadets to perform the duties of a Quartermaster under supervision.

7. **References.** A1-047 Director Cadets 4. (1994). CATO 31-01 *Sea Cadet Corps' Standardized Standing Orders*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Organizational charts,
- c. Boatswain's call, and
- d. Cleaning supplies.

9. **Learning Aids**

- a. Organizational charts, and
- b. Boatswain's call.

10. **Test Details.** This EO is assessed IAW with Chapter 3, [Annex B](#), [Appendix 6](#) (323 EC 01) and Chapter 3, [Annex B](#), [Appendix 7](#) (323 PC).

11. **Remarks.** This EO should be conducted early in the year to allow the cadets to perform the duties of the Quartermaster during the training year.

**EO C323.01 – COMMUNICATE USING FLAGS AND PENNANTS**

1. **Performance.** Communicate Using Flags and Pennants.
2. **Conditions**
  - a. Given:
    - (1) Flags and pennants, to include:
      - (a) alpha,
      - (b) bravo,
      - (c) golf,
      - (d) india,
      - (e) juliett,
      - (f) oscar,
      - (g) papa,
      - (h) quebec,
      - (i) uniform,
      - (j) x-ray,
      - (k) zulu,
      - (l) flag '5',
      - (m) preparative, and
      - (n) 3<sup>rd</sup> substitute,
    - (2) Signal mast,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall communicate a message using the given flags and pennants.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain flags and pennants, to include: <ol style="list-style-type: none"> <li>a. purpose,</li> <li>b. call sign,</li> <li>c. tack line, and</li> <li>d. combining signals.</li> </ol>	Interactive Lecture	5 min	A1-020 (pp. 1-2 to 1-4, p. 1-8, p. 1-10)

TP	Description	Method	Time	Ref
TP2	Explain the following signal hoist terms: a. bent on, b. hoist, c. close up, d. at the dip, and e. haul down (strike).	Interactive Lecture	5 min	A1-002 (pp. 1-2-1 to 1-2-3, p. 1-2-5)  A1-004 (p. 3-27)
TP3	Conduct an activity where the cadets will identify and describe the meaning of the following flags and pennants: a. alpha, b. bravo, c. golf, d. india, e. juliett, f. oscar, g. papa, h. quebec, i. uniform, j. x-ray, k. zulu, l. flag '5', m. preparative, and n. 3 <sup>rd</sup> substitute.	In-Class Activity	40 min	A1-020 (pp. 2-1 to 2-12)
TP4	Identify the parts of a signal mast, to include: a. mast, b. masthead (truck), c. yard, d. gaff, and e. halyard.	Interactive Lecture	5 min	A1-002 (pp. 1-2-1 to 1-2-6, p. 1-2-8)
TP5	Identify the superior positions on a signal mast.	Interactive Lecture	5 min	A1-002 (p. 2A-3)
TP6	Conduct activities where the cadets will communicate using flags and pennants.	In-Class Activity	50 min	

**5. Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	20 min
c.	In-Class Activity:	90 min
d.	Total:	120 min

**6. Substantiation**

- a. An interactive lecture was chosen for TPs 1, 2, 4 and 5 to introduce the flags and pennants commonly used in sea cadet training.
- b. An in-class activity was chosen for TPs 3 and 6 as it is an interactive way to confirm the cadet's knowledge of flags and pennants.

**7. References**

- a. A1-002 Chief of the Maritime Staff/Staff Officer Heritage. (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON: Department of National Defence.
- b. A1-020 North American Treaty Organization. (2003). MTP 1(D), *Multinational Maritime Tactical Signal and Manoeuvring Book* (Vol. 2). Washington, DC: Custodian North American Treaty Organization Standardization Agency.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Signal mast,
- c. Signal hoist answer key,
- d. Tack line, and
- e. Flags and pennants, to include:
  - (1) alpha,
  - (2) bravo,
  - (3) golf,
  - (4) india,
  - (5) juliett,
  - (6) oscar,
  - (7) papa,
  - (8) quebec,
  - (9) uniform,
  - (10) x-ray,
  - (11) zulu,
  - (12) flag '5',

(13) preparative, and

(14) 3<sup>rd</sup> substitute.

9. **Learning Aids**

- a. Signal mast,
- b. Flag flash cards,
- c. Flag flash card results sheet,
- d. Large sack/bag,
- e. Signal mast handout,
- f. Signal hoist cue cards,
- g. Signal hoist results sheet,
- h. Tack line, and
- i. Flags and pennants, to include:
  - (1) alpha,
  - (2) bravo,
  - (3) golf,
  - (4) india,
  - (5) juliett,
  - (6) oscar,
  - (7) papa,
  - (8) quebec,
  - (9) uniform,
  - (10) x-ray,
  - (11) zulu,
  - (12) flag '5',
  - (13) preparative, and
  - (14) 3<sup>rd</sup> substitute.

10. **Test Details.** N/A.

11. **Remarks**

- a. This lesson may be taught in four periods during a weekend training day or four periods over two training nights consisting of TPs 1 to 4 on the first night and TPs 5 and 6 on the second night.
- b. If time permits the cadets can qualify for the Sea Cadet Flags and Pennants Certificate. This can be achieved by identifying and describing the meaning of all flags and pennants used by the Canadian Navy with an accuracy of 80 percent and reciting the phonetic alphabet with an accuracy of 90 percent. Remaining flags and pennants can be found in reference A1-020 (pp. 2-1 to 2-12).

**EO C323.02 – PIPE WAKEY WAKEY**

1. **Performance.** Pipe Wakey Wakey.

2. **Conditions**

a. Given:

- (1) Boatswain's call,
- (2) Supervision, and
- (3) Assistance as required.

b. Denied: N/A.

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

3. **Standard.** The cadet shall pipe Wakey Wakey.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of Wakey Wakey.	Interactive Lecture	5 min	A1-022
TP2	Demonstrate and have the cadets practice piping Wakey Wakey, to include: <ol style="list-style-type: none"> <li>a. note sequence, and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	45 min	A1-022

5. **Time**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 10 min |
| b. Interactive Lecture:           | 5 min  |
| c. Demonstration and Performance: | 45 min |
| d. Total:                         | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce piping Wakey Wakey and to provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate piping Wakey Wakey while providing an opportunity for the cadets to practice making the pipe under supervision.

7. **References.** A1-022 Canadian Navy. (2006). *Youth Section–Pipe Sounds*. Retrieved February 28, 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=506](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506).
8. **Training Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
  - b. Boatswain's call, and
  - c. Cleaning supplies.
9. **Learning Aids**
  - a. Boatswain's call, and
  - b. Wakey Wakey diagram.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Instructors can find audio samples of the Wakey Wakey at reference A1-022 that may be played for the cadets during this lesson.
  - b. Ensure the boatswain's calls are cleaned with a cleaning solution between uses.



**EO C323.03 – PIPE HANDS TO DINNER**

1. **Performance.** Pipe Hands to Dinner.

2. **Conditions**

a. Given:

- (1) Boatswain's call,
- (2) Supervision, and
- (3) Assistance as required.

b. Denied: N/A.

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

3. **Standard.** The cadet shall pipe Hands to Dinner.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of Hands to Dinner.	Interactive Lecture	5 min	C1-003 (p. 339)
TP2	Demonstrate and have the cadets practice the following tones: a. the warble, and b. the trill.	Demonstration and Performance	20 min	C1-003 (p. 338, p. 339)
TP3	Demonstrate and have the cadets practice piping Hands to Dinner, to include: a. note sequence, and b. timings.	Demonstration and Performance	55 min	A1-022 C1-003 (p. 340) C1-043

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 to introduce piping Hands to Dinner and to provide an overview of its purpose.
- b. Demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate the warble, the trill and Hands to Dinner while providing an opportunity for the cadets to practice making the pipe under supervision.

**7. References**

- a. A1-022 Canadian Navy. (2006). *Youth Section—Pipe Sounds*. Retrieved February 28, 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=506](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506).
- b. C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (n.d.). *The Boatswain's Call*. Retrieved February 19, 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Boatswain's call, and
- c. Cleaning supplies.

**9. Learning Aids**

- a. Boatswain's call, and
- b. Hands to Dinner diagram.

**10. Test Details.** N/A.

**11. Remarks**

- a. Instructors can find audio samples of Hands to Dinner at reference A1-022 that may be played for the cadets during this lesson.
- b. Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

**SECTION 16**

**PO X24 – SAIL A SAILBOAT IAW SAIL CANADA CANSAIL LEVEL 1**

**1. PO X24 – Sail a Sailboat IAW Sail Canada CANSail Level 1**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

**SECTION 17**

**PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND**

1. **PO X25 – Participate in a Nautical Training Weekend**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

## SECTION 18

### 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: N/A.
  - 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.
- 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);
- (8) One staff member/senior cadet.
- (9) 2 X single blocks (12.5 cm);
- (10) 16 mm manila line (68 m);
- (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);
  - (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);
  - (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.** N/A.

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. C1-040 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).
- d. 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>.
- e. C1-044 CMGmbH Consulting Measurement Technology. Retrieved 12 May 2006. <http://www.cmt-gmbh.de/tanker%20ship.jpg>.

**INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS**

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

<b>Method</b>	<b>Developmental Period One Ages 12 – 14 Experience-Based</b>	<b>Developmental Period Two Ages 15 – 16 Developmental</b>	<b>Developmental Period Three Ages 17 – 18 Competency</b>
<b>Behaviour Modeling</b>	Not applicable	Not applicable	Applicable
<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>Problem-Based Learning</b>	Not applicable	Applicable	Applicable
<b>Role Play</b>	Not applicable	Applicable	Applicable
<b>Self-Study</b>	Not applicable	Not applicable	Applicable
<b>Seminar Method</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>CASE STUDY</b></p> <p>Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions.</p>	<p>Learning principles, attitudes and concepts.</p>	<ol style="list-style-type: none"> <li>1. Effective application of teaching principles instead of "preaching".</li> <li>2. Cadets can help each other learn.</li> <li>3. High energy and perfect demonstrations.</li> <li>4. Can be easily related to a real life situation in the past and for future applications.</li> </ol>	<p>Must be well organized and facilitated in order to ensure learning takes place.</p>
<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. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.</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>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>1. To teach manipulative 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 teach teamwork.</li> <li>6. To set standards of workmanship.</li> <li>7. 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>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>

Method(s)	Applications	Advantages	Disadvantages
<p><b>DEMONSTRATION AND PERFORMANCE (Cont)</b></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>Performance Method</b></p> <ol style="list-style-type: none"> <li>To teach manipulative hands-on operations or procedures.</li> <li>To teach operations or functioning of equipment.</li> <li>To teach team skills.</li> <li>To teach safety procedures.</li> </ol>	<p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Builds confidence.</li> <li>Enables learning evaluation.</li> <li>Reduces damage and waste.</li> <li>Promotes safety.</li> </ol>	<p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Requires tools and equipment.</li> <li>Requires large blocks of time.</li> <li>Requires more instructors.</li> </ol>
<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><b>Note:</b> The cycle is ongoing as each learning experience builds on another.</p>	<p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>To teach practical skills.</li> <li>To learn how to learn.</li> <li>To teach transferable skills.</li> <li>To teach the process or principle.</li> <li>To teach problem solving.</li> </ol>	<p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Knowledge is shared and created by everyone.</li> <li>Everyone is actively involved in the teaching – learning process.</li> <li>Numerous resources are used.</li> <li>Cadet based.</li> </ol>	<p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Many resources are required (may be expensive).</li> <li>Needs a lot of planning, preparation and organization prior to activity.</li> <li>The instructor must master the subject developed.</li> <li>Instructor needs very good pedagogical skills.</li> <li>May not be a good process for learning details.</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>Awareness of historical situations.</li> <li>Can be used in conjunction with many other instructional methods.</li> <li>To introduce/illustrate and confirm topics.</li> </ol>	<p>Immerse cadets in a specific environment.</p>	<ol style="list-style-type: none"> <li>May be difficult to control.</li> <li>Needs much organization and preparation.</li> <li>May have cost involved.</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. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.</p>	<ol style="list-style-type: none"> <li>Practical situations.</li> <li>Discovery of concepts and principles.</li> <li>Review and confirmation.</li> <li>Games include rules and assessment.</li> </ol>	<ol style="list-style-type: none"> <li>Fun, interesting.</li> <li>Creates ownership.</li> <li>Highly participative.</li> <li>Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>May stratify the group by creating a winner and a loser.</li> <li>May be difficult to 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 a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> <li>To develop imaginative solutions to problems.</li> <li>To stimulate thinking and interest and to secure cadet participation.</li> <li>To emphasize main teaching points.</li> <li>To supplement lectures.</li> <li>To determine how well cadets understand the concepts and principles.</li> <li>To prepare cadets for application of theory or procedure.</li> <li>To summarize, clarify points or review.</li> <li>To prepare cadets for instruction that will follow.</li> <li>To determine cadet progress and effectiveness of prior instruction.</li> </ol>	<ol style="list-style-type: none"> <li>Increases cadet interest.</li> <li>Increases cadet acceptance and commitment.</li> <li>Utilizes cadet knowledge and experience.</li> <li>Results in more permanent learning because of the high degree of cadet participation/cognitive involvement.</li> </ol>	<ol style="list-style-type: none"> <li>Requires highly skilled instructors.</li> <li>Required preparation by cadets.</li> <li>Limits contents.</li> <li>Consumes time.</li> <li>Restricts size of group.</li> <li>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. Examples of these activities include learning stations, videos, brainstorming/debating.</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 introduce a subject.</li> <li>4. To give direction on procedures.</li> <li>5. To present basic material.</li> <li>6. To introduce a demonstration, discussion or performance.</li> <li>7. To illustrate the application of rules, principles or concepts.</li> <li>8. To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.</li> <li>2. Permits flexibility with class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits adaptability.</li> <li>5. Permits versatility.</li> <li>6. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages cadet passiveness.</li> <li>2. Difficult to gauge cadet reaction.</li> <li>3. 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 introduce a subject.</li> <li>3. To give instruction on procedures.</li> <li>4. To present basic material.</li> <li>5. To illustrate the application of rules, principles or concepts.</li> <li>6. To review, clarify, empathize 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 adaptability.</li> <li>5. Permits versatility.</li> <li>6. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Involves one-way communication.</li> <li>2. Poses problems in skill teaching.</li> <li>3. Encourages passive behaviour.</li> <li>4. Difficult to gauge cadet reaction.</li> <li>5. Requires highly skilled instructors.</li> <li>6. Requires a high level of concentration from the cadets.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<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>To orient cadets to the subject.</li> <li>To introduce a subject.</li> <li>To give instruction on procedures.</li> <li>To present basic material.</li> <li>To illustrate the application of rules, principles or concepts.</li> <li>To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>Proficient oral skills are required.</li> <li>Useful for big groups.</li> <li>Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>Should have a clear introduction and conclusion.</li> <li>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>Review.</li> <li>In practical situations such as leadership development, parade appointments, etc.</li> <li>To introduce a subject.</li> </ol>	<ol style="list-style-type: none"> <li>Encourage participation by cadets.</li> <li>Stimulate interest in the subject.</li> <li>Maintain relevance to the performance objectives.</li> <li>Fun and interesting.</li> <li>Creates ownership.</li> <li>Highly participative in small groups.</li> <li>Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>Extensive supervision is required to ensure proper content is covered.</li> <li>Takes time to prepare.</li> <li>Not suitable for large groups.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>PROBLEM-BASED LEARNING</b></p> <p>Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.</p>	<ol style="list-style-type: none"> <li>1. Review.</li> <li>2. In practical situations such as leadership development, parade appointments, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage participation by cadets.</li> <li>2. Stimulate interest in the subject.</li> <li>3. Maintain relevance to the performance objectives.</li> <li>4. Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critical thinking skills are required.</li> <li>2. Broad knowledge of the subject matter is required.</li> </ol>
<p><b>ROLE PLAY</b></p> <p>Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO/EO.</p>	<ol style="list-style-type: none"> <li>1. Skills associated with social systems or human interactions; practical situations e.g. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques.</li> <li>2. Attitudinal objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. High participation, interactive delivery and may lead to discussions.</li> <li>2. Experience is developed in a supportive environment.</li> <li>3. Can be very versatile depending on application e.g., introduce a topic, mid-stage learning or as confirmation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants can be easily sidetracked, need for good preparation and controls must be set appropriately.</li> <li>2. Competence, experience and prepared instructors required.</li> </ol>

THIS PAGE INTENTIONALLY LEFT BLANK