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**ROYAL CANADIAN SEA CADETS**

## **PHASE TWO – QUALIFICATION STANDARD AND PLAN**

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-602/PG-002.

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

**Canada**





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

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

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## FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-602/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers in accordance with CATO 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct the Phase Two Training Program, as outlined in CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Training Development Staff Officer (D Cdts 3-2-4) or by email to [sea.dev@cadets.net](mailto:sea.dev@cadets.net).

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## CHAPTER 1

### GENERAL

#### AIMS

1. The aims of the Cadet Program are to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).
2. The aim of the Phase Two Program is to provide a Sea Cadet with the basic theoretical knowledge and practical experience required to participate in cadet corps activities as a member of a team.

#### PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. Cadet Program Participant Outcomes are the benefits for the cadet during and/or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition and status. The five outcomes of the Cadet Program are:
  - a. emotional and physical well-being;
  - b. social competence;
  - c. cognitive competence;
  - d. proactive citizenship; and
  - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

#### OUTLINE OF TRAINING

6. The Phase Two Program is a directed program carried out at the cadet corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training. Normally a cadet will only attempt one level in a given training year.
7. Each phase level is composed of Performance Objectives (POs) subdivided into enabling objectives (EOs).

#### PROGRAM DESIGN

8. The Phase Two Program has been designed:
  - a. assuming that the majority of second year cadets are between 13 and 14 years of age;
  - b. assuming that the majority of cadets have successfully completed Phase One;
  - c. using age-appropriate learning strategies;
  - d. using 30 minutes as a standard period of instruction;

- e. by providing a programming mix consisting of fixed mandatory and flexible complementary training;
- f. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
- g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching/mentoring opportunities.

## PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the Cadet Program (allocated POs numbered 201 to 219) and the POs specific to the Phase Two Program:

- a. **Citizenship.** PO 201 – Identify the Role of an Environmentally Conscious Canadian Citizen.
  - (1) The aim of Phase Two citizenship is to provide a basic understanding of the role of a good citizen in practicing environmental stewardship.
  - (2) Phase Two citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.
- b. **Community Service.** PO 202 – Perform Community Service.
  - (1) The aim of Phase Two community service is to encourage the cadet to become a more active citizen through participation in a local community service activity as a section member.
  - (2) Phase Two community service contributes directly to the achievement of the program aim of developing the attributes of good citizenship, and the participant outcome of proactive citizenship.
- c. **Leadership.** PO 203 – Demonstrate Leadership Attributes Within a Peer Setting.
  - (1) The aim of Phase Two leadership is to introduce the cadet to the ways peer leaders are able to influence the behaviour of their group.
  - (2) Phase Two leadership contributes directly to the achievement of the program aim of developing the attributes of leadership and the participant outcome of social competence.
- d. **Personal Fitness and Healthy Living.** PO 204 – Update Personal Activity Plan.
  - (1) The aim of Phase Two personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to active living and cardiovascular fitness.
  - (2) Phase Two personal fitness and healthy living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.
- e. **Recreational Sports.** PO 205 – Participate in Recreational Sports.
  - (1) The aim of Phase Two recreational sports is to encourage the cadet to actively participate in recreational sports activities.
  - (2) Phase Two recreational sports contribute directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

- f. **Air Rifle Marksmanship.** PO 206 – Participate in Recreational Air Rifle Marksmanship.
- (1) The aim of Phase Two air rifle marksmanship is to develop the cadet's marksmanship abilities through participation in recreational marksmanship.
  - (2) Phase Two air rifle marksmanship contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and leadership through the use of competitive marksmanship as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well-being through building self-esteem and promoting an active lifestyle.
- g. **General Cadet Knowledge.** PO 207 – Serve in an Sea Cadet Corps.
- (1) The aim of Phase Two general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Sea Cadet Program, and provide them with skills and knowledge that allow them to integrate successfully within the cadet organization.
  - (2) Phase Two general cadet knowledge contributes directly to the achievement of the program aim of stimulating an interest in the sea activities of the CF and the participant outcomes of social competence and understanding the CF.
- h. **Drill.** PO 208 – Execute Drill as a Member of a Squad.
- (1) The aim of Phase Two drill is to teach the cadet with drill movements designed to improve the efficiency of a squad on the march.
  - (2) Phase Two drill contributes directly to the achievement of the program aim of stimulating an interest in the land activities of the CF, and the participant outcome of social competence through participation in a team activity.
- i. **Biathlon.** PO 211 – Participate in Recreational Summer Biathlon Activities.
- (1) The aim of Phase Two biathlon is to provide the cadet with an opportunity to enhance individual marksmanship skills and personal fitness while introducing cadets to the sport of biathlon.
  - (2) Phase Two biathlon contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- j. **Canadian Navy and Maritime Community.** PO 220 – Recognize Historical Aspects of the Canadian Navy and Maritime Community.
- (1) The aim of Phase Two Canadian Navy and maritime community is to introduce cadets to the Canadian Navy and its role in the Canadian Forces as well as introducing them to Canada as a maritime nation.
  - (2) Phase Two Canadian Navy and Maritime Community contributes directly to the program aim of stimulating an interest in the sea activities of the CF, and the participant outcome of understanding the CF.

k. **Ropework.** PO 221 – Rig Tackles.

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

l. **Ship's Operations.** PO 223 – Serve in a Naval Environment.

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

m. **Sail.** PO 224 – Sail a Sailboat in accordance with Canadian Yachting Association (CYA) White Sail Level I.

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

- n. **Nautical Training.** PO 225 – Participate in a Nautical Training Weekend.
- (1) The aim of Phase Two nautical training is to provide cadets additional opportunity to participate in a nautical activity that:
    - (a) reinforces mandatory and/or complementary training;
    - (b) allows cadets to participate in naval aspects of the CF or maritime community; and
    - (c) provides a hands-on opportunity that introduces new skills/knowledge.
  - (2) Phase Two nautical training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of small craft. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

### **METHOD OF ACHIEVING OBJECTIVES**

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

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using hands-on practical methods.
- b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery/conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- d. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

### **TRAINING PREREQUISITES**

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

12. Cadets participating in the Phase Two Program shall normally be between 13 and 14 years of age.

### **USE OF THE QSP**

13. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards of the Phase Two qualification. This QSP shall also be used by the Directorate of Cadets and Junior Canadian Rangers as the primary reference for validation of Phase Two qualification training.

14. The Phase Two Program shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-602/PF-001, *Royal Canadian Sea Cadets Phase Two – Instructional Guides*.

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## CHAPTER 2

### TRAINING MANAGERMENTS DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

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

- a. Royal Canadian Sea Cadet Corps (RCSCC); and
- b. Technical TEs, such as:
  - (1) Regional Cadet Sailing Schools (RCSS) or Sail Centres; and
  - (2) Other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

#### TRAINING DETAILS

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

- a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps, and in some instances, specialized TEs to conduct and for cadets to accomplish in order to complete the Phase Training Program; and
- b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps and, in some instances, specialized TEs to conduct and for cadets to accomplish in order to complete the Phase Training Program. These activities complement mandatory activities and form an integral part of the Phase Training Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Training Program to match the corps' interests and resources.

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

- a. Mandatory Training:
  - (1) 60 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during mandatory training days (9 periods per day) for a total of two days;
  - (3) 2 days for an inter-divisional seamanship competition; and
  - (4) One weekend for the conduct of EOs M224.02 through M224.04 (sailing).
- b. Complementary Training:
  - (1) 30 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during complementary training days (9 periods per day) for a total of two days; and
  - (3) One weekend for the conduct of EO C225.02A or C225.02B (nautical training).

4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation can be found at [Annex A](#). Total period allocation by PO is as follows:

Topic	PO	Performance Objective	Mandatory Periods	Specific Mandatory Training Days	Specific Mandatory Training Weekends	Complementary Periods	Specific Complementary Training Weekends
Citizenship	201	Identify the Role of an Environmentally Conscious Canadian Citizen	2	-	-	11	-
Community Service	202	Perform Community Service	9	-	-	12	-
Leadership	203	Demonstrate Leadership Attributes Within a Peer Setting	10	-	-	12	-
Personal Fitness and Healthy Living	204	Update Personal Activity Plan	6	-	-	4	-
Recreational Sports	205	Participate in Recreational Sports	9	-	-	27	-
Air Rifle Marksmanship	206	Participate in Recreational Marksmanship Using the Cadet Air Rifle	3	-	-	10	-
General Cadet Knowledge	207	Serve in a Sea Cadet Corps	4	-	-	9	-
Drill	208	Execute Drill as a Member of a Squad	3	-	-	16	-
Biathlon	211	Participate in Summer Biathlon Activities	0	-	-	9	-
Canadian Navy and Maritime Community	220	Recognize Historical Aspects of the Canadian Navy and Maritime Community	6	-	-	8	-
Ropework	221	Rig Tackles	11	-	-	11	-
Ship's Operations	223	Serve in a Naval Environment	9	-	-	6	-
Sail	224	Sail a Sailboat in accordance with the Canadian Yachting Association (CYA) White Sail Level I	1	-	1	0	-
Nautical Training	225	Participate in a Nautical Training Weekend	-	-	-	1	1
Inter-divisional Seamanship Competition	N/A	N/A	1	2	-	0	-
Annual Ceremonial Review (ACR)	N/A	N/A	3	-	-	-	-
<b>Total</b>			<b>78</b>	<b>2</b>	<b>1</b>	<b>135</b>	<b>1</b>

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

## 6. Training Staff Requirements

### a. Corps Training Officer (Trg O):

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

### b. Phase Two Course Officer (Phase 2 Crse O):

Rank	MOSID	Number	Qualification
A/SLt/SLt	00232-01	1	Minimum: Basic Officer Qualification; or Basic Military Officer Qualification (CIC Common)  Preferred: Military Occupation Course (Sea); or Basic Military Officer Qualification (CIC Sea)  <b>Note:</b> This position may also be filled by a NCdt, should circumstances warrant.

### c. Instructors:

Rank	MOSID	Number	Qualification
PO2 and above	N/A	1 per 10 cadets	Minimum: Completion of Phase Four Training Program  Preferred: Completion of 6-week CSTC course

7. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (e.g. CATOs, Water Safety Orders, etc.) and by local circumstances as is the structure for instructional or training support cadre(s). The technical specialists required in support of Phase Two are:

- a. Range Safety Officer (RSO) (Air Rifle) as required in support of PO 206 and PO 211;
- b. Air Rifle Marksmanship Instructor(s) as required in support of PO 206 and PO 211;

- c. Fitness and Sports Instructor(s) as required in support of PO 204 and PO 205;
- d. Drill and Ceremonial Instructor(s) as required in support of PO 208;
- e. Ship's Boat Operator(s) as required in support of PO 225; and
- f. Sail Coach(es) as required in support of PO 224.

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

## TRAINING ADMINISTRATION

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

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

## QUALIFICATION

11. Upon completion of the Phase Two Training Program, the cadet is qualified for promotion to the rank of Leading Seaman (LS). However, completion of training alone does not ensure promotion. Cadets must meet all other promotion criteria as stipulated in CATO 33-01, *Criteria for Sea Cadet Promotion*.

## RELATED DOCUMENTS

12. This QSP is to be used in conjunction with:
- a. Cadet Administration and Training Orders (CATOs); and
  - b. A-CR-CCP-602/PF-001.

## SPECIAL INSTRUCTIONS

13. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. While a sample schedule is located at [Annex B](#), it does not account for the many variables corps face when developing annual training plans. Some things to consider when developing the annual training plan are:

- 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;
- b. the availability of a technical specialist to conduct the activity, if required to conduct the activity;
- c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
- d. the scheduling of training during sessions relative to weekend training, e.g. identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

**14. Training Days/Weekends**

- a. The planning and conduct of training days is the responsibility of the cadet corps. Day training shall be conducted at the cadet corps parade location or, where suitable facilities do not exist at the cadet corps parade location, within the local community.
- b. The conduct of the nautical and/or sail training weekends are normally the responsibility of Technical TEs. The planning of these activities is to be done in conjunction with the Area Cadet Detachment/RCSU and the applicable Technical TE.
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the cadet corps parade location.
- d. Where support of mandatory or complementary days/weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual phase QSP, to include cadets from all levels of Phase Training.

**REFERENCES**

15. A list of references used in this QSP is found at [Annex D](#).

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**PHASE TWO TRAINING SUMMARY AND TIME ALLOCATION**

**PERIOD ALLOCATION**

<b>PO</b>	<b>Performance Objective</b>	<b>EO</b>	<b>Enabling Objective</b>	<b>No. of pd</b>	
201	Identify the Role of an Environmentally Conscious Canadian Citizen	M201.01	Discuss the Rights and Responsibilities of a Canadian Citizen	1	
		M201.02	Discuss the Principles of Environmental Stewardship	1	
		C201.01	Discuss Environmental Issues Relative to Canada	1	
		C201.02	Tour a Local, Municipal, Provincial or National Political Institution	3	
		C201.03	Tour a Local, Municipal, Provincial or National Environmental Facility	3	
		C201.04	Participate in a Presentation Given by an Environmental Guest Speaker	2	
		C201.05	Participate in a Presentation Given by a Government Representative	2	
		<b>PO 201 – Total Mandatory</b>			<b>2</b>
		<b>PO 201 – Total Complementary</b>			<b>11</b>
202	Perform Community Service	M202.01	Perform Community Service	9	
		C102.01	Participate in a Ceremonial Parade	3	
		C102.02	Perform Community Service	9	
		<b>PO 202 – Total Mandatory</b>			<b>9</b>
		<b>PO 202 – Total Complementary</b>			<b>12</b>
203	Demonstrate Leadership Attributes Within a Peer Setting	M203.01	Discuss Leadership Within a Peer Setting	1	
		M203.02	Discuss the Principles of Leadership	1	
		M203.03	Discuss Effective Communication in a Peer Setting	1	
		M203.04	Demonstrate Positive Group Dynamics	2	
		M203.05	Discuss Influence Behaviours	1	
		M203.06	Employ Problem Solving	2	
		M203.07	Discuss Personal Integrity as a Quality of Leadership	1	
		M203.08	Participate in Team-Building Activities	1	
		C203.01	Record Entries in a Reflective Journal	3	
		C203.02	Employ Problem Solving	2	
		C203.03	Discuss Characteristics of a Leader	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	
		<b>PO 203 – Total Mandatory</b>			<b>10</b>
<b>PO 203 – Total Complementary</b>			<b>12</b>		
204	Update Personal Activity Plan	M204.01	Perform the PACER (Beginning Year)	2	
		M204.02	Identify Healthy Food Choices	1	

PO	Performance Objective	EO	Enabling Objective	No. of pd	
		M204.03	Identify Benefits of a Healthy Lifestyle	1	
		M204.04	Update Personal Activity Plan	1	
		M204.05	Perform the PACER (End Year)	1	
		C204.01	Perform the PACER (Mid Year)	1	
		C204.02	Develop a Personal Nutrition Plan	2	
		C104.01	Create Team Goals	1	
		<b>PO 204 – Total Mandatory</b>			<b>6</b>
		<b>PO 204 – Total Complementary</b>			<b>4</b>
205	Participate in Recreational Sports	M205.01	Participate in Organized Recreational Team Sports	9	
		C105.01	Participate in an Organized Sports Tabloid	9	
		C105.02	Participate in an Organized Intra-Mural Sports Event	9	
		C105.03	Participate in an Orienteering Event	9	
		<b>PO 205 – Total Mandatory</b>			<b>9</b>
		<b>PO 205 – Total Complementary</b>			<b>27</b>
206	Fire the Cadet Air Rifle During Recreational Marksmanship	M206.01	Participate in a Recreational Marksmanship Activity	3	
		C206.01	Practice Holding Techniques	1	
		C206.02	Practice Aiming Techniques	2	
		C206.03	Practice Firing Techniques	1	
		C106.01	Participate in Recreational Air Rifle Marksmanship	6	
		<b>PO 206 – Total Mandatory</b>			<b>3</b>
		<b>PO 206 – Total Complementary</b>			<b>10</b>
207	Serve in a Sea Cadet Corps	M207.01	Identify Phase Two Training Opportunities	1	
		M207.02	Recognize Historical Aspects of the Royal Canadian Sea Cadets	1	
		M207.03	Recognize the Role and Responsibilities of the Local Sponsor	1	
		M207.04	Identify Year Two CSTC Training Opportunities	1	
		C207.01	Identify the Rank Structure of the Royal Canadian Army and Air Cadets	1	
		C207.02	Visit a Local Cadet Corps or Squadron	3	
		C207.03	Describe the Affiliated Unit	1	
		C207.04	Participate in a Tour of the Affiliated Unit	3	
		C107.03	Participate in a Activity on the History of the Corps	1	
		<b>PO 207 – Total Mandatory</b>			<b>4</b>
		<b>PO 207 – Total Complementary</b>			<b>9</b>
208	Execute Drill as a Member of a Squad	M208.01	Execute Left and Right Turns on the March	2	
		M208.02	Form Single File From the Halt	1	



PO	Performance Objective	EO	Enabling Objective	No. of pd
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill With Arms	8
		C108.01	Execute Supplementary Drill Movements	6
		<b>PO 208 – Total Mandatory</b>		<b>3</b>
		<b>PO 208 – Total Complementary</b>		<b>16</b>
211	Participate in Recreational Summer Biathlon Activities	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
		<b>PO 211 – Total Mandatory</b>		<b>0</b>
		<b>PO 211 – Total Complementary</b>		<b>9</b>
220	Recognize Historical Aspects of the Canadian Navy and Maritime Community	M220.01	Recognize the Role of the Canadian Forces (CF) in Historical International Events	2
		M220.02	Recognize Naval/Maritime Historical Sites and Significance	1
		M220.03	Recognize Naval Ship's Traditions	2
		M220.04	Participate in a Discussion/Presentation on a Naval Commemorative Event	1
		C220.01	Recognize the Role of the Merchant Navy	1
		C220.02	Recognize Canada's Role in the Battle of the Atlantic	1
		C220.03	Recognize World War Two (WWII) Naval Activities	1
		C220.04	Recognize Naval/Maritime Historical Sites and Significance	1
		C120.01	Explore Canadian Naval Websites	2
		C120.02	Identify Types of Civilian Vessels	1
		C120.03	Explore Canadian Naval History	1
		<b>PO 220 – Total Mandatory</b>		<b>6</b>
		<b>PO 220 – Total Complementary</b>		<b>8</b>
221	Rig Tackles	M221.01	Use a Strop for Slings	3
		M221.02	Mouse a Hook	2
		M221.03	Reeve a Block	1
		M221.04	Identify Components of Tackles	2
		M221.05	Rig Tackles	3
		C221.01	Make a Back Splice	2
		C221.02	Make an Eye Splice	2
		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

PO	Performance Objective	EO	Enabling Objective	No. of pd
		C121.03	Complete a Rolling Hitch	1
		C121.04	Complete a Marlin Hitch	1
		<b>PO 121 – Total Mandatory</b>		<b>11</b>
		<b>PO 121 – Total Complementary</b>		<b>11</b>
223	Serve in a Naval Environment	M223.01	Define Ship-Related Terms	1
		M223.02	Identify the Watch System	1
		M223.03	Execute Notes Using the Boatswain's Call	2
		M223.04	Pipe the General Call	1
		M223.05	Pipe the Still	1
		M223.06	Pipe the Carry On	1
		M223.07	Identify the Procedure for Berthing a Ship	2
		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
		<b>PO 223 – Total Mandatory</b>		<b>9</b>
		<b>PO 223 – Total Complementary</b>		<b>6</b>
224	Sail a Sailboat in accordance with Canadian Yachting Association (CYA) White Sail Level I	M224.01	Prepare for a Sail Weekend	1
		M224.02	Prepare for Sail Training	N/A (Weekend)
		M224.03	Rig a Sailboat	N/A (Weekend)
		M224.04	Sail a Sailboat	N/A (Weekend)
		M224.05	De-Rig a Sailboat	N/A (Weekend)
		<b>PO 124 – Total Mandatory</b>		<b>1</b>
		<b>PO 124 – Total Complementary</b>		<b>0</b>
225	Participate in a Nautical Training Weekend	C225.01	Prepare for a Nautical Training Weekend	1
		C225.02A	Perform Small Craft/Vessel Duties While Underway	N/A (Weekend)
		C225.02B	Participate in a Nautical Activity	N/A (Weekend)
		<b>PO 225 – Total Mandatory</b>		<b>0</b>
		<b>PO 225 – Total Complementary</b>		<b>1</b>
N/A	Prepare for the Seamanship Inter-divisional Competition			1
N/A	Annual Ceremonial Review (ACR)			3
			<b>Total Mandatory</b>	<b>78</b>
			<b>Complementary</b>	<b>135</b>

**TRAINING DAY/WEEKEND ALLOCATION**

**MANDATORY**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
Mandatory Training Periods	18 periods of instruction (9 per day) chosen from the mandatory EOs to be delivered during a full day of training. POs 202, 205 and/or 206 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.).	2 Days
Sail	One weekend of on sail training to be conducted in accordance with PO 224.	1 Weekend
Seamanship Inter-divisional Competition	A two-day competition in support of POs 203 and POs 220 to 224. This activity is to be conducted over two full days in accordance with the associated lesson specification and instructional guide.	2 Days
<b>Total Mandatory</b>		<b>6 Days</b>

**COMPLEMENTARY**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
Complementary Training Periods	18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs 202, 205, 206 and/or 211 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of on nautical training to be conducted in accordance with PO 225.	1 Weekend
<b>Total Complementary</b>		<b>4 Days</b>

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**SAMPLE TRAINING SCHEDULE**

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M203.08 Participate in Team-Building Activities	M207.01 Participate in a Discussion on Phase Two Training	M223.01 Define Ship-Related Terms
	Instructor			
	Location			
Session 2	EO	M224.01 Prepare for a Sail Weekend	M204.01 Perform the PACER	M204.01 Perform the PACER
	Instructor			
	Location			
Session 3	EO	M203.01 Discuss Leadership Within a Peer Setting	M204.02 Identify Healthy Food Choices	M208.01 Execute Left and Right Turns on the March
	Instructor			
	Location			
Session 4	EO	M223.02 Identify the Watch System	M204.03 Identify Benefits of a Healthy Lifestyle	M208.01 Execute Left and Right Turns on the March
	Instructor			
	Location			
Session 5	EO	M204.04 Update Personal Activity Plan	M207.02 Recognize the History of the RCSC	M203.02 Discuss the Principles of Leadership
	Instructor			
	Location			
Session 6	EO	M203.03 Discuss Effective Communication in a Peer Setting	C201.01 Participate in a Discussion on Local, Provincial and National Environmental Issues	M220.02 Recognize Naval/ Maritime Historical Sites and Significance
	Instructor			
	Location			
Session 7	EO	M201.01 Participate in a Discussion on the Rights and Responsibilities of a Canadian Citizen	M223.03 Execute Notes Using the Boatswain's Call	M223.03 Execute Notes Using the Boatswain's Call
	Instructor			
	Location			
Session 8	EO	M221.01 Sling a Strop	M221.01 Sling a Strop	M221.01 Sling a Strop
	Instructor			
	Location			
Session 9	EO	M203.04 Demonstrate Positive Group Dynamics	M203.04 Demonstrate Positive Group Dynamics	M208.02 Form Single File from the Halt
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 10	EO	M223.04 Pipe the General Call	M221.02 Mouse a Hook	M221.02 Mouse a Hook
	Instructor			
	Location			
Session 11	EO	M203.05 Discuss Influence Behaviours	C207.01 Identify the Rank Structure of the Royal Canadian Army and Air Cadets	C220.03 Recognize WW II Naval Activities
	Instructor			
	Location			
Session 12	EO	C206.01 Practice Holding Techniques	C206.02 Practice Aiming Techniques	C206.02 Practice Aiming Techniques
	Instructor			
	Location			
Session 13	EO	M201.02 Participate in a Discussion on the Principles of Environmental Stewardship	C208.02 Execute Drill with Arms	C208.02 Execute Drill with Arms
	Instructor			
	Location			
Session 14	EO	M207.04 Identify Year Two CSTC Training Opportunities	M220.01 Recognize the Role of the CF in Historical International Events	M220.01 Recognize the Role of the CF in Historical International Events
	Instructor			
	Location			
Session 15	EO	M203.06 Employ Problem Solving	M203.06 Employ Problem Solving	C204.01 Perform the PACER
	Instructor			
	Location			
Session 16	EO	M220.03 Recognize Naval Ship's Traditions	M220.03 Recognize Naval Ship's Traditions	M223.05 Pipe the Still
	Instructor			
	Location			
Session 17	EO	M221.03 Reeve a Block	M221.04 Identify Components of Tackles	M221.04 Identify Components of Tackles
	Instructor			
	Location			
Session 18	EO	M203.07 Discuss Personal Integrity as a Quality of Leadership	C221.01 Make a Back Splice	C221.01 Make a Back Splice
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 19	EO	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
Session 20	EO	M221.05 Rig Tackles	M221.05 Rig Tackles	M221.05 Rig Tackles
	Instructor			
	Location			
Session 21	EO	M223.06 Pipe the Carry On	C208.02 Execute Drill with Arms	C208.02 Execute Drill with Arms
	Instructor			
	Location			
Session 22	EO	M223.07 Berth a Ship	M223.07 Berth a Ship	C208.02 Execute Drill with Arms
	Instructor			
	Location			
Session 23	EO	C121.01 Whip the End of a Line Using a West Country Whipping	M207.03 Recognize the Role of the Local Sponsor	Preparation for SIDC
	Instructor			
	Location			
Session 24	EO	C201.03 Tour a Local, Municipal, Provincial or National Environmental Facility	C201.03 Tour a Local, Municipal, Provincial or National Environmental Facility	C201.03 Tour a Local, Municipal, Provincial or National Environmental Facility
	Instructor			
	Location			
Session 25	EO	C223.02 Pipe the Side	C220.01 Recognize the Role of the Merchant Navy	C203.05 Participate in Trust- Building Activities
	Instructor			
	Location			
Session 26	EO	C203.02 Employ Problem Solving	C203.02 Employ Problem Solving	C208.02 Execute Drill with Arms
	Instructor			
	Location			
Session 27	EO	C203.03 Discuss Characteristics of a Leader	C203.03 Discuss Characteristics of a Leader	C208.02 Execute Drill with Arms
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 28	EO	C221.02 Make an Eye Splice	C221.02 Make an Eye Splice	M204.05 Perform the PACER
	Instructor			
	Location			
Session 29	EO	M220.04 Participate in a Discussion/ Presentation on a Naval Commemorative Event	C208.02 Execute Drill with Arms	C225.01 Prepare for a Nautical Training Weekend
	Instructor			
	Location			
Session 30	EO	ACR	ACR	ACR
	Instructor			
	Location			



TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M206.01 Participate in Recreational Air Rifle Marksmanship	M206.01 Participate in Recreational Air Rifle Marksmanship	M206.01 Participate in Recreational Air Rifle Marksmanship
	Instructor Location									
Day 2	EO	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service
	Instructor Location									

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service
	Instructor Location									
Day 2	EO	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid	C105.01 Participate in an Organized Sports Tableid
	Instructor Location									

**SAMPLE TRAINING SCHEDULE #2**

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M203.08 Participate in Team-Building Activities	M207.01 Identify Phase Two Training Opportunities	M203.01 Discuss Leadership in a Peer Setting
	Instructor			
	Location			
Session 2	EO	M203.02 Discuss the Principles of Leadership	M207.02 Recognize the History of the RCSC	M224.01 Prepare for a Sail Weekend
	Instructor			
	Location			
Session 3	EO	M203.03 Discuss Effective Communication in a Peer Setting	M208.01 Execute Left and Right Turns on the March	M208.01 Execute Left and Right Turns on the March
	Instructor			
	Location			
Session 4	EO	M208.02 Form Single File from the Halt	M204.01 Perform the PACER	M204.01 Perform the PACER
	Instructor			
	Location			
Session 5	EO	M204.04 Update Personal Activity Plan	M203.04 Demonstrate Positive Group Dynamics	M203.04 Demonstrate Positive Group Dynamics
	Instructor			
	Location			
Session 6	EO	C208.02 Execute Drill with Arms	M203.05 Discuss Influence Behaviours	M207.03 Recognize the Role of the Local Sponsor
	Instructor			
	Location			
Session 7	EO	C208.02 Execute Drill with Arms	M203.06 Employ Problem Solving	M203.06 Employ Problem Solving
	Instructor			
	Location			
Session 8	EO	M221.01 Sling a Strop	M221.01 Sling a Strop	M221.01 Sling a Strop
	Instructor			
	Location			
Session 9	EO	C208.02 Execute Drill with Arms	M221.02 Mouse a Hook	M221.02 Mouse a Hook
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 10	EO	C208.02 Execute Drill with Arms	M203.07 Discuss Personal Integrity as a Quality of Leadership	M221.03 Reeve a Block
	Instructor			
	Location			
Session 11	EO	C208.02 Execute Drill with Arms	M221.04 Identify Components of Tackles	M221.04 Identify Components of Tackles
	Instructor			
	Location			
Session 12	EO	M221.05 Rig Tackles	M221.05 Rig Tackles	M221.05 Rig Tackles
	Instructor			
	Location			
Session 13	EO	C208.02 Execute Drill with Arms	M204.02 Identify Healthy Food Choices	M204.03 Identify Benefits of a Healthy Lifestyle
	Instructor			
	Location			
Session 14	EO	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
Session 15	EO	M207.04 Identify Year Two CSTC Summer Training Opportunities	M203.08 Participate in Team- Building Activities	C204.01 Perform the PACER
	Instructor			
	Location			
Session 16	EO	C208.02 Execute Drill with Arms	M223.01 Define Ship- Related Terms	M201.01 Participate in a Discussion on the Rights and Responsibilities of a Canadian Citizen
	Instructor			
	Location			
Session 17	EO	C208.02 Execute Drill with Arms	M223.01 Identify the Watch System	M201.02 Participate in a Discussion on the Principles of Environmental Stewardship
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 18	EO	M223.03 Execute Notes Using the Boatswain's Call	M223.03 Execute Notes Using the Boatswain's Call	C207.01 Identify the Rank Structure of the Royal Canadian Army and Air Cadets
	Instructor			
	Location			
Session 19	EO	M220.01 Recognize the Role of the CF in Historical International Events	M220.01 Recognize the Role of the CF in Historical International Events	M223.04 Pipe the General Call
	Instructor			
	Location			
Session 20	EO	M223.05 Pipe the Still	M220.02 Recognize Naval/ Maritime Historical Sites and Significance	C223.01 Define Naval Terminology
	Instructor			
	Location			
Session 21	EO	M220.03 Recognize Naval Ship's Traditions	M220.03 Recognize Naval Ship's Traditions	M223.06 Pipe the Carry On
	Instructor			
	Location			
Session 22	EO	C223.02 Pipe the Side	M223.07 Berth a Ship	M223.07 Berth a Ship
	Instructor			
	Location			
Session 23	EO	C201.03 Tour a Local, Municipal, Provincial, or National Environmental Facility	C201.03 Tour a Local, Municipal, Provincial, or National Environmental Facility	C201.03 Tour a Local, Municipal, Provincial, or National Environmental Facility
	Instructor			
	Location			
Session 24	EO	C220.03 Recognize WW II Naval Activities	C221.02 Make an Eye Splice	C221.02 Make an Eye Splice
	Instructor			
	Location			
Session 25	EO	C203.02 Employ Problem Solving	C203.02 Employ Problem Solving	C207.03 Describe the Affiliated Unit
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 26	EO	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid
	Instructor			
	Location			
Session 27	EO	C221.01 Make a Back Splice	C221.01 Make a Back Splice	Preparation for SIDC
	Instructor			
	Location			
Session 28	EO	C220.02 Recognize Canada's Role in the Battle of the Atlantic	C203.05 Participate in Trust- Building Activities	M204.05 Perform the PACER
	Instructor			
	Location			
Session 29	EO	M220.04 Participate in a Discussion/ Presentation on a Naval Commemorative Event	C220.01 Recognize the Role of the Merchant Navy	C225.01 Prepare for a Nautical Training Weekend
	Instructor			
	Location			
Session 30	EO	ACR	ACR	ACR
	Instructor			
	Location			

TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M206.01 Participate in Recreational Air Rifle Marksmanship	M206.01 Participate in Recreational Air Rifle Marksmanship	M206.01 Participate in Recreational Air Rifle Marksmanship	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports
	Instructor Location									
Day 2	EO	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service
	Instructor Location									

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C211.01 Identify Civilian Biathlon Opportunities	C211.02 Participate in Running Drills	C211.03 Demonstrate Summer Biathlon Marksmanship Skills Using the Cadet Air Rifle	C211.04 Participate in a Competitive Summer Biathlon Activity	C211.04 Participate in a Competitive Summer Biathlon Activity	C211.04 Participate in a Competitive Summer Biathlon Activity	C211.04 Participate in a Competitive Summer Biathlon Activity	C211.04 Participate in a Competitive Summer Biathlon Activity	C211.04 Participate in a Competitive Summer Biathlon Activity
	Instructor Location									
Day 2	EO	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event	C105.03 Participate in an Orienteering Event
	Instructor Location									

**RESSOURCE REQUIREMENTS**

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

**MANDATORY TRAINING**

<b>Item</b>	<b>Quantity</b>	<b>PO/EO</b>
Pens/pencils	1 per cadet	M204.01 to M204.05
CD/cassette player	1	M204.01 and M204.05
DVD player	1	M204.01 and M204.05
Fitnessgram 8.0 Stand-Alone Test Kit	1	M204.01 and M204.05
Measuring Tape	1	M204.01 and M204.05
Pylons	4 per lane	M204.01 and M204.05
TV	1	M204.01 and M204.05
Stop Watch	1	M204.01 and M205.01
Baseball	3	M205.01
Baseball Base	4	M205.01
Baseball Bat	2	M205.01
Baseball Glove (right and left handed)	12	M205.01
Basketball	2	M205.01
Basketball Net	2	M205.01
Batter's Helmet	2	M205.01
Field Crosse	24	M205.01
First Aid Kit	1	M205.01
Flag/Ribbon	18	M205.01
Football	2	M205.01
Goalie Equipment	2 sets	M205.01
Goalie Stick	2	M205.01
Goalkeeper's Crosse	2	M205.01
Goalkeeper's Face Mask (Lacrosse)	2	M205.01
Goalkeeper's Face Mask (Ringette)	2	M205.01
Goalkeeper's Helmet (Lacrosse)	2	M205.01

Item	Quantity	PO/EO
Goalkeeper's Stick (Ringette)	2	M205.01
Goalkeeper's Throat and Chest Protector (Lacrosse)	2	M205.01
Hockey Ball	2	M205.01
Hockey Net	2	M205.01
Hockey Stick	12	M205.01
Lacrosse Ball	2	M205.01
Lacrosse Net	2	M205.01
Mouthguard	1 per cadet	M205.01
Plastic Disk (Frisbee)	2	M205.01
Ringette Net	2	M205.01
Rubber Ring (Ringette)	2	M205.01
Soccer Ball	2	M205.01
Soccer Net	2	M205.01
Softball	3	M205.01
Volleyball	2	M205.01
Volleyball Net	1	M205.01
Whistle	1	M205.01
Floor Hockey Ball	1	M207.01
Frisbee	1	M207.01
Knot board	1	M207.01
Model sailboat	1	M207.01
PACER CD/Cassette	1	M207.01
Pollution Prevention Activity Poster	1	M207.01
Poster of the Code of Environmental Stewardship	1	M207.01
Poster of the Rights and Responsibilities of Canadian Citizens	1	M207.01
Posters of various symbols of Canada	1 ea	M207.01



<b>Item</b>	<b>Quantity</b>	<b>PO/EO</b>
Volleyball	1	M207.01
Double Block	1	M207.01 and M221.03 to M221.05
Line	26 metres	M207.01 and M221.03 to M221.05
Bristol Board	1 per group	M220.02
Markers	1 box per group	M220.02
Box	2	M221.01
Marlin Spike/Fid	2	M221.01
Spar	2	M221.01
Three-strand Line	10 metres	M221.01
Whipping Twine	2 rolls	M221.01 to M221.03
Cutting Tool	1	M221.01 to M221.05
Hooks	1 per cadet	M221.02
Single Block	4	M221.03 to M221.05
Load	50 lbs or less	M221.04 and M221.05
Strop	2	M221.05
Boatswain's Call	1 per every 2 cadets	M223.03 to M223.06
Cleaning Supplies	1 container	M223.03 to M223.06
Bollards	5	M223.07
Heaving Line	1 per 3 cadets	M223.07
Balloons	Minimum of 30	M224.01
Garbage bags	2	M224.01
PFD	1 per cadet	M224.01 to M224.05
Bailer	1	M224.02
Index Cards (Cue Cards)	2 packs	M224.02
Paddle	1	M224.02
Watertight flashlight	1	M224.02
Fully equipped sailboat	1 per every 2 cadets	M224.02 to M224.05

Item	Quantity	PO/EO
Helmet	1 per cadet	M224.02 to M224.05
Sound signalling device	1	M224.02 and M224.04
Buoys (with lines and weights)	6	M224.04
Safety Boat	as per WSO	M224.04
Tape	6 rolls	All

### COMPLEMENTARY TRAINING

Item	Quantity	PO/EO
CD/cassette player	1	C204.01
DVD player	1	C204.01
Fitnessgram 8.0 Stand-Alone Test Kit	1	C204.01
Measuring Tape	1	C204.01
Pylons	4 per lane	C204.01
TV	1	C204.01
Pens/pencils	1 per cadet	C204.01 to C204.04
Scissors	1 per cadet	C204.02
Tape/Glue	1 per every 2 cadets	C204.02
Cadet air rifle	1 per lane	C206.01 to C206.03 and C211.03 to C211.04
Cadet air rifle sling	1 per cadet air rifle	C206.01 to C206.03 and C211.03 to C211.04
Shooting mat (if available)	1 per lane	C206.01 to C206.03 and C211.03 and C211.04
CCT2000GRTD Grouping Target	1 per lane	C206.02
Suitable target	as required	C206.03
Tape	1 roll	C207.01
Bristol Board	1 per cadet	C207.03
Paper/Construction Paper	1 pack	C207.03

<b>Item</b>	<b>Quantity</b>	<b>PO/EO</b>
Whistle	1	C211.02
Shooting mat	2 per firing point	C211.03
BART	1 per firing point	C211.03 and C211.04
Safety glasses/goggles	1 per firing point	C211.03 and C211.04
Target Frame	1 per firing point	C211.03 and C211.04
.177 Air Rifle Pellets	Minimum of 700	C211.04
Stop Watch	5	C211.04
Scissors	1 per 2 cadets	C220.01
Cutting Tool	1	C221.01 to C221.03
Marlin Spike/Fid	2	C221.01 to C221.03
Three-strand Line	40 metres	C221.01 to C221.03
Whipping Twine	2 rolls	C221.01 to C221.03
Boatswain's Call	1 per every 2 cadets	C223.02
Cleaning Supplies	1 container	C223.02

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- C1-082 *Welcome to HMCS Haida National Historic Site and Historical Naval Ship.* (2006). Retrieved 23 April 2007, from <http://hmcshaida.ca>.
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- C1-089 *One Street, Three Great Men*. (2006). Retrieved 28 February 2007, from <http://forums.army.ca/forums/index.php?topic=30220.0;all>.
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## CHAPTER 3 CADET EVALUATION

### PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for the Phase Two Program of the Royal Canadian Sea Cadets.

### LEARNER EVALUATION

2. “Learner evaluation is the assessment of progress made by participants during an instructional program (formative evaluation) and of their achievement at the end of the program (summative evaluation).” (A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1 (1), Glossary*).

### DEVELOPMENTAL PERIODS

3. A developmental period (DP) is a time frame, during a cadet’s progression through the Cadet Program (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. DPs are distinguished by progressive training levels and associated learning objectives ensuring each level of training will be relevant, achievable and age-appropriate for the target audience. The CP is conducted across the three adolescent DPs applicable to the CP population. Outlined in each DP are specific philosophies and approaches to learning which impact training and evaluation. Phase Two training and evaluation are participatory in nature. A basic overview of the DP characteristics is located at [Annex A](#).

4. The CP is conducted across the three adolescent DPs applicable to the CP population. Outlined in each DP are specific philosophies and approaches to learning which impact training and evaluation. Phase Two training and evaluation are participatory in nature. A basic overview of the DP characteristics is located at [Annex A](#).

### PHASE TWO CADET EVALUATION

5. The intent of Phase Two cadet evaluation is to measure the extent of cadet participation in the scheduled mandatory and complementary training and make an assessment by comparing the level of participation to the minimum standard required for qualification.

### PHASE TWO QUALIFICATION STANDARD

6. The minimum standard for Phase Two Program qualification is:
- a. sixty 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 Two Program Qualification Record located at [Annex B](#).

### ADDITIONAL CADET EVALUATIONS

7. All cadets must successfully complete the Cadet Air Rifle Handling Test, located at A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One – Qualification Standard and Plan*, Chapter 3, Annex C, prior to participating in familiarization and recreational marksmanship activities.

8. No additional cadet evaluations (i.e. theory tests, performance checks, etc.) are to be used to determine Phase Two qualification eligibility. Therefore, these national standards are not to be supplemented with regional and/or local standards.

## **MONITORING CADET PROGRESS**

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

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

## **REPORTING CADET PROGRESS**

11. The progress of each cadet shall be reported using the Phase Two Program Qualification Record, located at [Annex B](#), which is also used to determine successful completion of the Phase Two Program. The results shall be recorded on DND 2399, Cadet Personnel Record.

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

12. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO should consider the overall performance of the cadet and the legitimacy of their reason for failing to attain the PO. In granting a waiver, the CO must also consider the cadet's attendance and behaviour.

13. Any cadet for whom a waiver has been issued will not be granted the Phase Two Qualification, however, they will progress to Phase Three in the third year of their corps membership. If a CO has decided to not grant a waiver based on attendance and/or behaviour, a cadet may be held back to repeat Phase Two.

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

## **PHASE TWO CERTIFICATE OF QUALIFICATION**

15. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase Two Program. Until cadets who have been waived from the minimum qualification standard have attained said standard, they shall not be granted the Cadet Certificate of Qualification.

**SEA CADET PROGRAM (CP) DEVELOPMENT PERIODS (DPS)**

Under development

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**PHASE TWO TRAINING PROGRAM QUALIFICATION RECORD**

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

Topic	PO	Performance Statement	PO Assessment		CO's Waiver
			Participated	Did not Participate	
Citizenship	201	Identify the Role of an Environmentally Conscious Canadian Citizen			
Community Service	202	Perform Community Service			
Leadership	203	Demonstrate Leadership Attributes within a Peer Setting			
Personal Fitness and Healthy Living	204	Update Personal Activity Plan			
Recreational Sports	205	Participate in Recreational Sports			
Air Rifle Marksmanship	206	Fire the Cadet Air Rifle During Recreational Marksmanship			
General Cadet Knowledge	207	Serve in an Sea Cadet Corps			
Drill	208	Execute Drill as a Member of a Squad			
Canadian Navy and Maritime Community	220	Recognize Historical Aspects of the Canadian Navy and Maritime Community			
Ropework	221	Rig Tackles			
Ship's Operations	223	Serve in a Naval Environment			
Sail	224	Sail a Sailboat in Accordance with the Canadian Yachting Association (CYA) White Sail Level I			
Nautical Training	224	Participate in a Nautical Training Weekend			

**Note:** The CO's waiver section requires initialling from the corps Commanding Officer when being applied.

<b>Phase Two Program Qualification Achieved</b>	<b>Yes</b>	
	<b>No</b>	

Trg O's Signature: \_\_\_\_\_

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

**Performance Objective (PO) Required Standards**

<b>PO</b>	<b>Performance Statement</b>	<b>Abbreviated Standard</b>
201	Identify the Role of an Environmentally Conscious Citizen	The cadet identified the role of an environmentally conscious Canadian including the rights and responsibilities of a Canadian citizen and the Government of Canada's code of environmental stewardship.
202	Perform Community Service	The cadet participated in a community service activity.
203	Demonstrate Leadership Attributes within a Peer Setting	The cadet demonstrated leadership attributes within a peer setting by positively contributing to a group, displaying a positive attitude toward learning, and being accountable for personal actions and choices.
204	Update Personal Activity Plan	The cadet participated in the PACER test and updated their personal activity plan.
205	Participate in Recreational Sports	The cadet participated in a recreational sports activity.
206	Fire the Cadet Air Rifle During Recreational Marksmanship	The cadet participated in recreational marksmanship using the cadet air rifle.
207	Serve in an Sea Cadet Corps	The cadet participate in discussions related to: Phase Two training, Sea Cadet Program history, role of the local sponsor and CSTC training opportunities.
208	Execute Drill as a Member of a Squad	The cadet executed drill as a member of a squad.
220	Recognize Historical Aspects of the Canadian Navy and Maritime Community	The cadet recognizes historical aspects of the Canadian Navy and civilian maritime community, to include: ship's traditions; the historical role of the CF in international affairs; naval/maritime historical sites and their significance; and participating in a naval commemorative event/discussion/presentation.
221	Rig Tackles	The cadet rigged the four tackles, slung a strop and moused a hook.
223	Serve in a Naval Environment	The cadet was able to define naval terminology and demonstrated their ability to pipe the three required calls on the boatswain call.
224	Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level I	Participated in a sail weekend and began to progress toward achievement of White Sail I.
225	Participate in a Nautical Training Weekend	The cadet participated in the weekend activity.
<b>Note:</b> The abbreviated standards are based on the lesson specifications detailed in Chapter 4.		

**CHAPTER 4**  
**PERFORMANCE OBJECTIVES**

**SECTION 1**

**PO 201 – IDENTIFY THE ROLE OF AN ENVIRONMENTALLY CONSCIOUS CANADIAN CITIZEN**

1. **Performance.** Identify the Role of an Environmentally Conscious Canadian Citizen.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet shall identify the role of an environmentally conscious Canadian citizen, to include:
  - a. the rights and responsibilities of a Canadian citizen; and
  - b. the Government of Canada's code of environmental stewardship.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 201 is designed to enhance the cadet's knowledge of citizenship and environmental stewardship:
    - (1) EO C201.01 (Participate in a Discussion on Environmental Issues Relative to Canada);
    - (2) EO C201.02 (Tour a Local Municipal, Provincial or National Political Institution);
    - (3) EO C201.03 (Tour a Local Municipal, Provincial or National Environmental Facility);
    - (4) EO C201.04 (Participate in a Presentation Given by an Environmental Guest Speaker); and
    - (5) EO C201.05 (Participate in a Presentation Given by a Government Representative).
  - b. Complementary training associated with PO 201 is limited to a total of 11 periods, which may be conducted during sessions or on a supported day. Corps are not required to use all 11 periods.

**EO M201.01 – DISCUSS THE RIGHTS AND RESPONSIBILITIES OF A CANADIAN CITIZEN**

1. **Performance.** Discuss the Rights and Responsibilities of a Canadian Citizen.
2. **Conditions**
  - a. Given:
    - (1) handout of the rights and responsibilities of a Canadian citizen;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with Citizenship and Immigration Canada, *Fact Sheet: Rights and Responsibilities*, the cadet shall discuss the rights and the responsibilities of a Canadian citizen.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the rights of a Canadian citizen, to include: <ol style="list-style-type: none"> <li>a. equality rights;</li> <li>b. democratic rights;</li> <li>c. legal rights;</li> <li>d. mobility rights;</li> <li>e. language rights; and</li> <li>f. minority language education rights.</li> </ol>	Interactive Lecture	10 min	C0-081
TP2	Explain the responsibilities of a Canadian citizen, to include: <ol style="list-style-type: none"> <li>a. understanding and obeying Canadian laws;</li> <li>b. participating in Canada's democratic political system;</li> <li>c. voting in elections;</li> <li>d. allowing other Canadians to enjoy their rights and freedoms; and</li> <li>e. appreciating and helping to preserve Canada's multicultural heritage.</li> </ol>	Interactive Lecture	5 min	C0-081
TP3	Conduct a group discussion where cadets decide which right or responsibility is the most important to them.	Group Discussion	10 min	



**5. Time**

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

**6. Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the rights and responsibilities of a Canadian citizen, to generate an interest and to present basic material.
  - b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the rights and responsibilities of a Canadian citizen.
7. **References.** C0-081 Citizenship and Immigration Canada. (2006). *Fact Sheet: Rights and Responsibilities*. Retrieved 2 February 2007, from [http://www.cic.gc.ca/english/newcomer/fact\\_08e.html](http://www.cic.gc.ca/english/newcomer/fact_08e.html).
  8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
  9. **Learning Aids.** Handout of the rights and responsibilities of a Canadian citizen located at A-CR-CCP-602/PF-001, Chapter 1, Annex A.
  10. **Test Details.** N/A.
  11. **Remarks.** N/A.

**EO M201.02 – DISCUSS THE PRINCIPLES OF ENVIRONMENTAL STEWARDSHIP**

1. **Performance.** Discuss the Principles of Environmental Stewardship.
2. **Conditions**
  - a. Given:
    - (1) handout of the *Code of Environmental Stewardship*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss the principles of environmental stewardship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain the <i>Government of Canada's Code of Environmental Stewardship</i>, to include:</p> <ol style="list-style-type: none"> <li>a. incorporating environmental concerns in relevant decisions;</li> <li>b. ensuring environmental considerations are incorporated in purchasing practices;</li> <li>c. applying environmentally responsible practices in disposal;</li> <li>d. meeting or exceeding federal environmental laws;</li> <li>e. reusing, recycling and reducing waste; and</li> <li>f. improving the level of environmental awareness.</li> </ol>	Interactive Lecture	10 min	C0-090
TP2	<p>Explain that the CCM has a <i>Code of Environmental Stewardship</i> in CATO 11-08, <i>Environmental Protection and Stewardship</i>, to include:</p> <ol style="list-style-type: none"> <li>a. the definition of due diligence;</li> <li>b. that if a member of the CF does not comply with the Code they may be personally liable to cover financial loss or imprisonment; and</li> <li>c. that if a cadet does not comply with the Code they may be charged under the <i>Youth Criminal Justice Act</i>.</li> </ol>	Interactive Lecture	5 min	A0-039

TP	Description	Method	Time	Ref
TP3	Conduct a group discussion about environmental stewardship within the Cadet Program, to include: <ul style="list-style-type: none"> <li>a. reducing, reusing and recycling at the corps; and</li> <li>b. improving environmental awareness:               <ul style="list-style-type: none"> <li>(1) at the corps;</li> <li>(2) while at outdoor activities; and</li> <li>(3) within the community.</li> </ul> </li> </ul>	Group Discussion	10 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of environmental stewardship, generate an interest and present basic material.
- b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental stewardship.

7. **References**

- a. A0-039 CATO 11-08 D Cdts 3. (1997). *Environmental Protection and Stewardship*. Ottawa, ON: Department of National Defence.
- b. C0-090 Environment Canada. (2007). *Code of Environmental Stewardship*. Retrieved 2 February 2007 from <http://www.ns.ec.gc.ca/g7/code.html>.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Handout of the *Code of Environmental Stewardship*.

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

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

**EO C201.01 – DISCUSS ENVIRONMENTAL ISSUES RELATIVE TO CANADA**

1. **Performance.** Discuss Environmental Issues Relative to Canada.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss local, provincial/territorial and national environmental issues, to include:
  - a. recycling opportunities;
  - b. lowering greenhouse gas emissions; and
  - c. disposing of hazardous waste.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion on recycling opportunities in the local community, to include, the availability of: <ol style="list-style-type: none"> <li>a. aluminum can and bottle recycling;</li> <li>b. paper/cardboard recycling;</li> <li>c. battery recycling; and</li> <li>d. other recycling opportunities.</li> </ol>	Group Discussion	10 min	See Remarks para 11.
TP2	Conduct a group discussion on suggestions for lowering greenhouse gas emissions locally, provincially/territorially or nationally, to include: <ol style="list-style-type: none"> <li>a. walking or taking public transit instead of driving a vehicle;</li> <li>b. avoiding unnecessary idling of a vehicle;</li> <li>c. driving a hybrid car;</li> <li>d. investing in a programmable thermostat;</li> <li>e. turning down the temperature in the house before going to sleep;</li> <li>f. replacing standard bulbs with fluorescent bulbs;</li> <li>g. turning off lights when not in the room;</li> </ol>	Group Discussion	10 min	C0-091

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>h. tax incentives for towns and cities to create public transportation;</li> <li>i. researching and developing alternate fuels and energy sources;</li> <li>j. taxing;</li> <li>k. educating the public about greenhouse gas emissions; and</li> <li>l. having all governments employees use the ideas from the previous TP.</li> </ul>			
TP3	<p>Conduct a group discussion on local, provincial/territorial or national hazardous waste disposal sites, to include:</p> <ul style="list-style-type: none"> <li>a. a list of household hazard waste items; and</li> <li>b. disposal locations for: <ul style="list-style-type: none"> <li>(1) nuclear waste;</li> <li>(2) biomedical waste;</li> <li>(3) household hazardous waste; and</li> <li>(4) chemical waste.</li> </ul> </li> </ul>	Group Discussion	10 min	C0-092 C0-093 C0-094

#### 5. Time

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

6. **Substantiation.** A group discussion was chosen for this lesson to allow the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental issues.

#### 7. References

- a. C0-091 The City of Red Deer. (2007). *Household Tips to Reduce Greenhouse Gas Emissions*. Retrieved 19 February 2007, from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Tips+to+Reduce+Greenhouse+Gas+Emissions.htm>.
- b. C0-092 The City of Red Deer. (2007). *Household Hazardous Waste*. Retrieved 19 February 2007, from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Hazardous+Waste.htm>.
- c. C0-093 Industry Canada. (2007). *Canadian Company Capabilities*. Retrieved 19 February 2007, from <http://www.strategis.ic.gc.ca/app/ccs/search/navigate.do?language=eng&portal=1&subportal=&estimntNo=234567041421&profile=completeProfile>.
- d. C0-094 Depository Services Program. (2007). *High-Level Radioactive Waste in CANADA*. Retrieved 19 February 2007 from <http://www.dsp-psd.pwgsc.gc.ca/Collection-R/LoPBdP/BP/bp338-e.htm>.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** References for TP1 can be found by investigating the website for your local, municipality, region and/or province/territory.

**EO C201.02 – TOUR A LOCAL MUNICIPAL, PROVINCIAL OR NATIONAL POLITICAL INSTITUTION**

1. **Performance.** Tour a Local Municipal, Provincial or National Political Institution.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine conditions suitable for this training.
3. **Standard.** The cadet shall tour a local municipal, provincial or federal political institution to gain an awareness of the role of political institutions in:
  - a. improving the level of environmental awareness; and
  - b. applying environmentally responsible waste disposal practices.
4. **Teaching Points.** The tour guide is asked to explain:
  - a. the rights of a Canadian citizen;
  - b. the responsibilities of a Canadian citizen; and
  - c. the government's role in:
    - (1) improving environmental awareness; and
    - (2) applying environmentally responsible waste disposal practices.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for this lesson to reinforce the cadet's knowledge of material previously taught in EO M201.01 (Discuss the Rights and Responsibilities of a Canadian Citizen) and EO M201.02 (Discuss the Principles of Environmental Stewardship) through participation in a tour.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Cadet corps personnel are to determine whether a guide will escort the group or if an instructor from the corps will be responsible for conducting the tour. If an instructor from the corps will conduct the tour, the government's role in improving environmental awareness and applying environmentally responsible waste disposal practices are to be researched in advance.

- b. This field trip can be completed on a supported day or during a complementary session.
- c. There is no instructional guide for the lesson.



**EO C201.03 – TOUR A LOCAL MUNICIPAL, PROVINCIAL OR NATIONAL ENVIRONMENTAL FACILITY**

1. **Performance.** Tour a Local Municipal, Provincial or National Environmental Facility.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine conditions suitable for this training.
3. **Standard.** The cadet shall tour a local municipal, provincial or federal environmental facility to gain an awareness of environmental stewardship, to include:
  - a. improving the level of environmental awareness; and
  - b. applying environmentally responsible practices.
4. **Teaching Points.** The tour guide is asked to explain:
  - a. reducing;
  - b. reusing;
  - c. recycling; and
  - d. recovering.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for the lesson to reinforce the cadet's knowledge of material previously taught in EO M201.02 (Discuss the Principles of Environmental Stewardship) through participation in a tour.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Cadet corps personnel are to determine whether a guide will escort the group or if an instructor from the corps will be responsible for conducting the tour. If an instructor from the corps will conduct the tour, all teaching points are to be researched in advance.
  - b. This field trip can be completed on a supported day or during a complementary session.
  - c. There is no instructional guide for the lesson.

**EO C201.04 – PARTICIPATE IN A PRESENTATION GIVEN BY AN ENVIRONMENTAL GUEST SPEAKER**

1. **Performance.** Participate in a Presentation Given by an Environmental Guest Speaker.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by an environmental guest speaker to gain an awareness of environmental stewardship.
4. **Teaching Points.** The environmental guest speaker is asked to:
  - a. describe the environmental service or facility of which they are a member;
  - b. describe their duties;
  - c. explain the role of their service or facility within the community; and
  - d. facilitate a question and answer period.
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 review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Required training aids should be determined by contacting the speaker prior to the presentation.
  - b. There is no instructional guide for the lesson.

**EO C201.05 – PARTICIPATE IN A PRESENTATION GIVEN BY A GOVERNMENT REPRESENTATIVE**

1. **Performance.** Participate in a Presentation Given by a Government Representative.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a government representative, to gain an awareness of environmental stewardship at the various levels of government.
4. **Teaching Points.** The government representative is asked to:
  - a. explain the decision-making process with regard to:
    - (1) improving environmental awareness;
    - (2) applying environmentally responsible practices in waste disposal; and
    - (3) reducing, reusing and recycling; and
  - b. facilitate a question and answer period.
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 review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Required training aids should be determined by contacting the speaker prior to the presentation.
  - b. There is no instructional guide for the lesson.

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**SECTION 2**  
**PO 202 – PERFORM COMMUNITY SERVICE**

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** As a member of a team, the cadet will participate in a community service activity that:
  - a. provides a direct benefit to the community (e.g. support of a non-profit group's fundraising event, community cleanup, or trail maintenance project); and
  - b. promotes good citizenship.
4. **Remarks**
  - a. Corps are encouraged to participate in a community service activity that contributes to the conservation of the environment.
  - b. Community service may be conducted as nine periods during a supported day or over three sessions of three periods each.
  - c. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
  - d. Corps should consult their sponsor in the selection of community service activities.
  - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material**
  - a. Complementary material associated with PO 202 is designed to provide opportunities for cadets to perform community service through a number of activities.
  - b. No new complementary training will be added in Phase Two.
  - c. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically:
    - (1) EO C102.01 (Participate in a Ceremonial Parade); and
    - (2) EO C102.02 (Perform Community Service).
  - d. When selecting complementary material from Phase One, training staff will review the applicable performance objective, lesson specification, and instructional guide.

- e. Complementary training associated PO 202 is limited to a total of nine periods conducted during sessions or on a supported day. No more than three periods may be used in support of EO C102.01 (Participate in a Ceremonial Parade). Corps are not required to use all nine periods.

**EO M202.01 – PERFORM COMMUNITY SERVICE**

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** As a member of a team, the cadet shall participate in a community service activity that:
  - a. provides a direct benefit to the community (e.g. support of a non-profit group's fundraising event, community clean up, trail maintenance project); and
  - b. promotes good citizenship attributes.
4. **Teaching Points.** The community service activity should be structured as follows:
  - a. The cadets are to be briefed prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
    - (1) the objectives and importance of the activity;
    - (2) the resources that may be required to perform the activity;
    - (3) the set up of the activity; and
    - (4) any safety guidelines that must be followed while performing the activity; and
  - b. Following participation in the activity, the cadets are to be debriefed, ideally by a guest speaker or specialist who was involved in the activity. They should be asked:
    - (1) how they felt about the activity;
    - (2) what they felt they accomplished;
    - (3) what benefit the community received from their participation; and
    - (4) how they can be more active citizens based on this experience.
5. **Time**

a.	Introduction:	15 min
b.	Experiential:	255 min
c.	Total:	270 min
6. **Substantiation.** The experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge through a direct experience. This approach allows cadets to actively participate in their community and experience the positive outcomes that are derived from that participation. Cadets can then define that experience at a personal level, and through reflection on the experience, derive an understanding of how their individual efforts may benefit their community in future projects.

7. **References**

- a. A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved 25 May 2006, from [http://www.legion.ca/asp/docs/about/community\\_e.asp](http://www.legion.ca/asp/docs/about/community_e.asp).
- c. C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- d. C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from [http://www.lionsclubs.org/en/content/lions\\_history.shtml](http://www.lionsclubs.org/en/content/lions_history.shtml).
- e. C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- f. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.

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

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

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material immediately following the activity by means of a debrief.

11. **Remarks**

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



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

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**SECTION 3****PO 203 – DEMONSTRATE LEADERSHIP ATTRIBUTES WITHIN A PEER SETTING**

1. **Performance.** Demonstrate Leadership Attributes Within a Peer Setting.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will demonstrate leadership attributes within a peer setting by:
  - a. positively contributing to a group;
  - b. displaying a positive attitude towards learning; and
  - c. being accountable for personal actions and choices.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 203 is designed to enhance the cadet's ability to demonstrate leadership attributes:
    - (1) EO C203.01 (Record Entries in a Reflective Journal),
    - (2) EO C203.02 (Employ Problem Solving),
    - (3) EO C203.03 (Discuss Characteristics of a Leader),
    - (4) EO C203.04 (Participate in a Presentation Given by a Leader),
    - (5) EO C203.05 (Participate in Trust-Building Activities), and
    - (6) EO C203.06 (Participate in Problem-Solving Activities).
  - b. Complementary training associated with PO 203 is limited to a total of 11 periods, which may be conducted during sessions or on a supported day. Corps are not required to use all 11 periods.

**EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING**

1. **Performance.** Discuss Leadership Within a Peer Setting.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss leadership within a peer setting.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain leadership within a peer setting, to include: <ol style="list-style-type: none"> <li>a. responsibilities of a Phase Two cadet, to include:               <ol style="list-style-type: none"> <li>(1) following the chain of command;</li> <li>(2) setting the example;</li> <li>(3) being firm, fair and friendly;</li> <li>(4) being respectful to superiors and subordinates;</li> <li>(5) being aware of safety hazards;</li> <li>(6) displaying initiative; and</li> <li>(7) setting goals; and</li> </ol> </li> <li>b. corps specific Phase Two cadet responsibilities.</li> </ol>	Interactive Lecture	15 min	C0-134
TP2	Conduct a goal mapping activity by having the cadets record:	In-class Activity	10 min	C0-022 (pp. 39 to 42)

TP	Description	Method	Time	Ref
	a. short-term goals achievable at the corps, such as: <ul style="list-style-type: none"> <li>(1) improving their uniform;</li> <li>(2) improving their drill;</li> <li>(3) attending all parade nights, etc.;</li> <li>(4) long-term goals for the training year, such as;               <ul style="list-style-type: none"> <li>(a) getting promoted;</li> <li>(b) achieving perfect attendance; and</li> <li>(c) attending summer training, etc.; and</li> </ul> </li> </ul> b. the steps the cadets must take to achieve these goals.			

#### 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 TP1 to orient the cadets to junior leadership, to generate interest and present basic material.
- b. An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present leadership within a peer setting.

#### 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. C0-134 (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.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Goal mapping template located at A-CR-CCP-602/PF-001, Chapter 3, Annex A.

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

11. **Remarks.** The list of responsibilities in TP1 is not exhaustive. For each corps Phase Two cadet responsibilities may vary.

**EO M203.02 – DISCUSS THE PRINCIPLES OF LEADERSHIP**

1. **Performance.** Discuss the Principles of Leadership.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss the principles of leadership.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the principles of leadership, to include: <ol style="list-style-type: none"> <li>a. leadership is influence;</li> <li>b. influence can be positive or negative; and</li> <li>c. leadership can create opportunities in life.</li> </ol>	Interactive Lecture	5 min	C0-112 (pp. 1 to 5)
TP2	Share brief narratives of youth who have influenced the environment or their community in a positive way and created opportunity for their future or the future of others.	Interactive Lecture	10 min	C0-113 (pp. 103 and 107) C0-131 C0-132
TP3	Discuss a peer leader who has influenced the environment or the community in a positive way.	Group Discussion	10 min	

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 15 min
  - c. Group Discussion: 10 min
  - d. Total: 30 min
6. **Substantiation**
  - a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of leadership, to generate interest and to present basic material.
  - b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about leaders who display positive influence.

**7. References**

- a. A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
  - b. C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.
  - c. C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
  - d. C0-131 *Free the Children*. (2007). Craig Kielburger Biography. Retrieved 13 March 2007, from <http://www.freethechildren.com/aboutus/craigmarc/craigkielburger.htm>.
  - e. C0-132 Kidz World. (2007). *Teen Protects White Bear*. Retrieved 13 March 2007, from <http://www.kidzworld.com/article/1065-teen-protects-white-bear>.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
  9. **Learning Aids.** Narratives of youth who have positively influenced the environment or their community.
  10. **Test Details.** N/A.
  11. **Remarks.** Instructors are encouraged to research recent newsworthy articles of youth in the area that have positively influenced the environment or their community, to share as in-class stories.

**EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING**

1. **Performance.** Discuss Effective Communication in a Peer Setting.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss effective communication in a peer setting.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss how communication is fundamental to influencing others, to include: <ol style="list-style-type: none"> <li>a. effective communication as a skill;</li> <li>b. aspects of non-verbal communication; and</li> <li>c. sending, receiving, and responding to messages.</li> </ol>	Interactive Lecture	10 min	C0-115 (pp. 43 and 44) C0-144 (p. 18)
TP2	Explain the three styles of communication, to include: <ol style="list-style-type: none"> <li>a. aggressive communication;</li> <li>b. passive communication; and</li> <li>c. assertive communication.</li> </ol>	Interactive Lecture	5 min	C0-022 (pp. 211 and 212)
TP3	Discuss assertive communication, to include: <ol style="list-style-type: none"> <li>a. using “I” statements; and</li> <li>b. active listening skills.</li> </ol>	Interactive Lecture	10 min	C0-022 (pp. 230 to 234) C0-144 (p. 13)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to effective communication in a peer setting, to generate interest and to present basic material.



7. **References**

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiots Guide to Clear Communications*. USA: Pearson Education, Inc.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-144 ISBN TBA Colver, E. & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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

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

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

**EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS**

1. **Performance.** Demonstrate Positive Group Dynamics.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, and while in a peer group setting, the cadet shall demonstrate positive group dynamics, to include:
  - a. contributing to group goals;
  - b. exhibiting trust in the group;
  - c. creating a safe environment for others to share their opinions;
  - d. following the leader;
  - e. finishing the task;
  - f. displaying esprit de corps; and
  - g. appreciating others within the group.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss positive group dynamics.	Group Discussion	10 min	
TP2	Explain how to display positive group dynamics, by: <ol style="list-style-type: none"> <li>a. contributing to group discussions by providing input;</li> <li>b. motivating yourself;</li> <li>c. ensuring your group goals are consistent with the aims of the CCM;</li> <li>d. trying new things;</li> <li>e. being sensitive to other points of view;</li> <li>f. knowing your teammates' strengths and weaknesses;</li> <li>g. increasing your self-confidence through positive self-talk;</li> <li>h. being cooperative;</li> </ol>	Interactive Lecture	25 min	C0-028 C0-114 (p. 12) C0-115

TP	Description	Method	Time	Ref
	i. resolving conflicts as quickly as possible at the lowest and most appropriate level; and j. celebrating successes.			
TP3	Demonstrate positive group dynamics.	In-class Activity	15 min	

5. **Time**

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

6. **Substantiation**

- A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about positive group dynamics.
- An interactive lecture was chosen for TP2 to orient the cadets to positive group dynamics, to generate interest and to present basic material.
- An in-class activity was chosen for TP3 as an interactive way to provoke thought and stimulate interest among cadets.

7. **References**

- C0-028 (ISBN 0-07-046513-4) Newstrom, J. & Scannell, E. (1998). *The Big Book of Team Building Games*. USA: McGraw-Hill Companies.
- C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. USA: Alpha Books.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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

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

11. **Remarks.** The instructor shall provide a safe learning and team-building environment in which the cadets will display and demonstrate positive group dynamics.

**EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS**

1. **Performance.** Discuss Influence Behaviours.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss influence behaviours, to include:
  - a. the directive approach;
  - b. the persuasive approach; and
  - c. the participative approach.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Perform in a skit to portray the directive influence behaviour.	In-class Activity	5 min	A0-047 A0-048
TP2	Perform in a skit to portray the persuasive influence behaviour.	In-class Activity	5 min	A0-047 A0-048
TP3	Perform in a skit to portray the participative influence behaviour.	In-class Activity	5 min	A0-047 A0-048
TP4	Discuss situations in which cadets may employ the various influence behaviours in peer group settings, to include: <ol style="list-style-type: none"> <li>a. at cadets; and</li> <li>b. at school, etc.</li> </ol>	Group Discussion	5 min	C0-113 (pp. 88 to 91 and 164) C0-115

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 5 min  |
| b. In-class Activity:       | 15 min |
| c. Group Discussion:        | 10 min |
| d. Total:                   | 30 min |

**6. Substantiation**

- a. An in-class activity was chosen for TP1-3 as an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about influence behaviours.

**7. References**

- a. A0-047 A-PA-005-000/AP-004 DND. (2005). *Leadership in the Canadian Forces: Conceptual Foundations*. Ottawa, ON: Department of National Defence.
- b. A0-048 A-PA-005-000/AP-003 DND. (2005). *Leadership in the Canadian Forces: Doctrine*. Ottawa, ON: Department of National Defence.
- c. C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
- d. C0-115 (ISBN 0-7879-4059) Van Linden, J.A. & Fertman, C.I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Skits located at A-CR-CCP-602/PF-001, Chapter 3, Annex A, B and C.

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

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

**EO M203.06 – EMPLOY PROBLEM SOLVING**

1. **Performance.** Employ Problem Solving.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall employ problem solving.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	a. Explain problem-solving, to include: <ol style="list-style-type: none"> <li>(1) trial and error analysis; and</li> <li>(2) logical analysis; and</li> </ol> b. steps in the problem-solving process, to include: <ol style="list-style-type: none"> <li>(1) confirming the task;</li> <li>(2) identifying the problem;</li> <li>(3) determining the critical factor;</li> <li>(4) developing alternate solutions;</li> <li>(5) comparing alternatives;</li> <li>(6) determining the best solution;</li> <li>(7) implementing the solution; and</li> <li>(8) evaluating the plan and the implementation.</li> </ol>	Interactive Lecture	20 min	A2-036 C0-115 (pp. 45 and 46) C0-135 (pp. 221 to 223)
TP2	Conduct a writing activity where cadets solve problems using the technique from TP1.	In-class Activity	10 min	C0-115 (pp. 45 and 46)
TP3	Conduct a discussion where cadets explain their choices from the problem-solving exercise.	Group Discussion	20 min	C0-115 (pp. 45 and 46)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 to orient the cadets to problem solving.
- b. An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate interest among cadets and present problem-solving.
- c. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about problem-solving.

7. **References**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area, and
- b. Scenarios of problems.

9. **Learning Aids.** Scenarios of problems.

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

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

**EO M203.07 – DISCUSS PERSONAL INTEGRITY AS A QUALITY OF LEADERSHIP**

1. **Performance.** Discuss Personal Integrity as a Quality of Leadership.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall discuss personal integrity as a quality of leadership.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain personal integrity, to include: <ol style="list-style-type: none"> <li>a. the definition of integrity;</li> <li>b. that personal integrity is the foundation of leadership;</li> <li>c. that personal integrity ensures the leader will be consistent because the leader's beliefs will be mirrored by his actions; and</li> <li>d. that to earn the trust of others, a leader must lead by example because their words and actions must match.</li> </ol>	Interactive Lecture	5 min	C0-112 (pp. 35 to 47)
TP2	Conduct an activity where cadets brainstorm where they have seen integrity displayed within their peer group, to include: <ol style="list-style-type: none"> <li>a. honesty;</li> <li>b. honour;</li> <li>c. good character;</li> <li>d. decency;</li> <li>e. fairness;</li> <li>f. sincerity; and</li> <li>g. trustworthiness, etc.</li> </ol>	In-class Activity	5 min	
TP3	Conduct an activity where cadets create a poster that shows an example of integrity. The poster may be in the form of a drawing, map, a saying, etc.	In-class Activity	15 min	



**5. Time**

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

**6. Substantiation**

- a. An interactive lecture was chosen for TP1 to orient the cadets to personal integrity as a quality of leadership.
- b. An in-class activity was chosen for TP2 and TP3 as an interactive way to provoke thought, stimulate interest among cadets and present personal integrity as a quality of leadership.

**7. References**

- a. A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.

**8. Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.**9. Learning Aids.**

- a. Pencil crayons/felt markers, and
- b. 8.5 x 14 inch paper.

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

**EO M203.08 – PARTICIPATE IN TEAM-BUILDING ACTIVITIES**

1. **Performance.** Participate in Team-Building Activities.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in team-building activities.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct team-building activities through trust games.	In-class Activity	25 min	C0-152 C1-006 (pp. 79 to 95)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. In-class Activity: 25 min
  - c. Total: 30 min
6. **Substantiation.** An in-class activity was chosen for this lesson as it is a fun and challenging way to expand the cadet's knowledge of team-building activities and reinforce their appreciation of the fundamentals of leadership.
7. **References**
  - a. C0-152 Wilderdom. (2007). *Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities*. Retrieved 26 April 2007, from <http://wilderdom.com/games/descriptions/SliceNDice.html>.
  - b. C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C203.01 – RECORD ENTRIES IN A REFLECTIVE JOURNAL**

1. **Performance.** Record Entries in a Reflective Journal.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with Karnes, F.A. & Bean S.M., *Leadership For Students: A Practical Guide for Ages 8-18*, Prufrock Press, the cadet shall record entries in a reflective journal after a specific training activity, by writing, mapping, or drawing.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity during which cadets record their thoughts on the leadership they displayed and the leadership they observed on a specific training activity.	In-class Activity	25 min	C0-113 (pp. 122 to 131)

5. **Time**

- a. Introduction/Conclusion: 5 min
  - b. In-class Activity: 25 min
  - c. Total: 3 x 30 min
6. **Substantiation.** An in-class activity was chosen for this lesson to reinforce leadership principles and characteristics and to provoke thought. It also allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about a recent team-building or training activity.
  7. **References.** C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
  8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
  9. **Learning Aids.** Template of questions for reflection.
  10. **Test Details.** N/A.
  11. **Remarks**
    - a. This EO should follow a significant practical activity such as a tour, a field exercise or EO M203.08 (Participate in Team-building Activities).
    - b. This EO has been allocated three periods. Corps may conduct this training more than once a year.

**EO C203.02 – EMPLOY PROBLEM SOLVING**

1. **Performance.** Employ Problem Solving.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, and as a member of a group of no more than four, the cadet shall demonstrate problem solving by:
  - a. completing the activities, scenarios or simulations provided; and
  - b. peer sharing:
    - (1) the decision made; and
    - (2) the reason for the decision.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity where cadets solve problems using logical analysis by: <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 an alternate solution;</li> <li>e. comparing alternate solutions;</li> <li>f. determining the best solution;</li> <li>g. implementing the solution; and</li> <li>h. evaluating the plan and implementation.</li> </ol>	In-class Activity	25 min	C0-115 (pp. 45 and 46) A2-036
TP2	Conduct a group discussion where cadets explain their choices from the problem-solving exercise.	Group Discussion	25 min	

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. In-class Activity:       | 25 min |
| c. Group Discussion:        | 25 min |
| d. Total:                   | 60 min |

**6. Substantiation**

- a. An in-class activity was chosen for TP1 as an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about problem solving.

**7. References**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

**8. Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Scenarios of problems.

9. **Learning Aids.** Scenarios of problems.

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

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

**EO C203.03 – DISCUSS CHARACTERISTICS OF A LEADER**

1. **Performance.** Discuss Characteristics of a Leader.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with Karnes, F.A. & Bean S.M., *Leadership for Students: A Practical Guide for Ages 8-18*, Prufrock Press, the cadet shall discuss the characteristics of a leader, to include:
  - a. choosing a specific leader; and
  - b. sharing the characteristics of their leader.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	In a group of no more than four, cadets discuss their study of a specific leader.	In-class Activity	30 min	C0-113 (pp. 162 to 166)
TP2	Conduct a group discussion where cadets volunteer to share their study of a specific leader with the entire group.	Group Discussion	20 min	C0-113 (pp. 162 to 166)

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. In-class Activity: 30 min
  - c. Group Discussion: 20 min
  - d. Total: 60 min
6. **Substantiation**
  - a. An in-class activity was chosen for TP1 to reinforce leadership principles to provoke thought.
  - b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about characteristics of a leader.
7. **References.** C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.

10. **Test Details.** N/A.
11. **Remarks.** Cadets will need to research a specific leader of their choice (a military person, political leader, pastor, teacher, etc.), in advance, and bring information or knowledge about that person to the class.

**EO C203.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A LEADER**

1. **Performance.** Participate in a Presentation Given by a Leader.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough for the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a leader.
4. **Teaching Points.** The leadership guest speaker is asked to:
  - a. describe their leadership characteristics, to include:
    - (1) their principles of leadership; and
    - (2) their qualities as a leader; and
  - b. facilitate a question and answer period.
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 review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO is not to be conducted by corps personnel so as to expose cadets to other leaders.
  - b. This EO may be duplicated by using a variety of leaders during optional periods in the training schedule.
  - c. Required training aids should be determined by contacting the speaker prior to the presentation.
  - d. There is no instructional guide for the lesson.



**EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES**

1. **Performance.** Participate in Trust-Building Activities.
2. **Conditions**
  - a. Given:
    - (1) a blindfold;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with Ronhke, C., *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*, Kendall/Hunt Publishing Company, the cadet shall participate in trust-building activities, using problem-solving techniques and reflective thinking skills.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct trust-building activities through trust games.	Experiential	25 min	C1-006 (pp. 79 to 95)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. In-class Activity: 25 min
  - c. Total: 30 min
6. **Substantiation.** An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level.
7. **References.** C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids.** A blindfold.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C203.06 – PARTICIPATE IN PROBLEM-SOLVING ACTIVITIES**

1. **Performance.** Participate in Problem-Solving Activities.

2. **Conditions**

- a. Given:
  - (1) a stopwatch;
  - (2) supervision; and
  - (3) assistance as required.
- b. Denied: N/A.
- c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with Ronhke, C., *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*, Kendall/Hunt Publishing Company, the cadet shall participate in team-building activities, using problem-solving techniques and reflective thinking skills.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct team-building activities through problem-solving games.	Experiential	25 min	C1-006 (pp. 110 to 123)

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. In-class Activity: 50 min
- c. Total: 60 min

6. **Substantiation.** An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level.

7. **References.** C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.

8. **Training Aids.** A stopwatch.

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

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

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

**SECTION 4**  
**PO 204 – UPDATE PERSONAL ACTIVITY PLAN**

1. **Performance.** Update Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) *Canada's Food Guide*;
    - (2) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Training area large enough to conduct the PACER; and
    - (2) Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadets will update their personal activity plan, to include:
  - a. participating in the PACER; and
  - b. setting new short-term and long-term personal goals for the training year.
4. **Remarks.** The PACER focuses on individual assessment and achievement. Cadets will run the PACER in order to obtain a benchmark for tailoring their personal activity plan for the training year.
5. **Complementary Material**
  - a. Complementary material associated with PO 204 is designed to enhance the cadet's personal activity plan, through a number of activities:
    - (1) EO C204.01 (Perform the PACER) allows the cadet to track individual progress; and
    - (2) EO C204.02 (Develop a Personal Nutrition Plan).
  - b. Some complementary training offered in Phase One may be selected as Phase Two complementary training, specifically EO C104.01 (Create Team Goals), to enhance a cadet's personal activity plan through the creation of team goals as a member of a group.
  - c. When selecting complementary training from Phase One, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
  - d. Complementary training associated with PO 204 is limited to a total of three periods conducted during sessions or on a supported day. Corps are not required to use all three periods.

**EO M204.01 – PERFORM THE PACER**

1. **Performance.** Perform the PACER.
2. **Conditions**
  - a. Given:
    - (1) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to conduct the PACER.
3. **Standard.** In accordance with specified references, the cadet shall perform the PACER.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe heart rate/pulse, to include: <ol style="list-style-type: none"> <li>a. how to determine heart rate/pulse;</li> <li>b. the normal range for resting heart rate; and</li> <li>c. target heart rate.</li> </ol>	Interactive Lecture	5 min	C0-096 C0-097 C0-098 (pp. 177 and 178) C0-102 (p. 11-7)
TP2	Introduce methods to increase cardiovascular endurance, to include: <ol style="list-style-type: none"> <li>a. pacing;</li> <li>b. running form; and</li> <li>c. progression.</li> </ol>	Interactive Lecture	5 min	C0-098 (p. 69) C0-099
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP4	Demonstrate and have the cadets practice performing the PACER, to include: <ol style="list-style-type: none"> <li>a. identifying the layout of the PACER;</li> </ol>	Demonstration and Performance	10 min	C0-095

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>b. responding to the beeps; and</li> <li>c. recording the results.</li> </ul>			
TP5	Supervise while the cadets perform the PACER.	Practical Activity	25 min	C0-095
TP6	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help 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 to 113) C0-089

#### 5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	35 min
d.	Demonstration and Performance:	10 min
e.	Total:	60 min

#### 6. Substantiation

- a. An interactive lecture was chosen for TP1 and TP2 to present basic information on heart rate/pulse and cardiovascular endurance.
- b. A practical activity was chosen for TP3, TP5 and TP6 as it is an interactive way to introduce cadets to cardiovascular activities in a safe and controlled environment. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.
- c. Demonstration and performance was chosen for TP4 as it allows the instructor to explain and demonstrate how to perform the PACER while providing an opportunity for the cadets to practice the PACER under supervision.

#### 7. References

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- c. C0-058 Webb Physiotherapists Inc. *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- d. C0-059 Webb Physiotherapists Inc. *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.

- f. C0-061 City of Saskatoon, Community Services Department. *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary*. (Rev. Ed.) Bolinas, CA: Shelter Publications, Inc.
- h. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-alone Test Kit*. Windsor, ON: Human Kinetics.
- i. C0-096 Kaleida Health Cardiovascular Services. *Target Heart Rate*. Retrieved 20 February 2007, from <http://www.cardiovascularservices.org/HeartRate.html>.
- j. C0-097 Government of Ontario. (2006). *Target Heart Rate Chart*. Retrieved 20 February 2007, from [http://www.active2010.ca/index.cfm?fa=english\\_tools.target](http://www.active2010.ca/index.cfm?fa=english_tools.target).
- k. C0-098 (ISBN 0-7360-0212-X) Bompa, T.O. (2000). *Total Training for Young Champions: Proven Conditioning Programs for Athletes Ages 6 to 18*. Windsor, ON: Human Kinetics.
- l. C0-099 Manitoba Marathon. *Manitoba Marathon: Training-Easy Run Pacing*. Retrieved 20 February 2007, from [http://www.manitobamarathon.mb.ca/training\\_pacing.aspx](http://www.manitobamarathon.mb.ca/training_pacing.aspx).
- m. C0-102 (ISBN 0-662-69515-1) St. John Ambulance. (2006). *First on the Scene: Student Reference Guide*. Ottawa, ON: Her Majesty the Queen of Right in Canada.
- n. C0-136 RCMP Recruiting. *RCMP Recruiting—Physical Abilities Requirement Evaluation (PARE)*. Retrieved 21 March 2007, from [http://www.rcmp-grc.ca/recruiting/pare\\_partb\\_e.htm](http://www.rcmp-grc.ca/recruiting/pare_partb_e.htm).

8. **Training Aids**

- a. Stopwatch;
- b. Measuring tape;
- c. Pylons;
- d. Score sheets;
- e. Cassette/CD player;
- f. TV;
- g. DVD player; and
- h. *Fitnessgram 8.0 Stand-Alone Test Kit*.

9. **Learning Aids.**

- a. Pylons;
- b. Score sheets;
- c. Pens/pencils; and
- d. *Fitnessgram 8.0 Stand-Alone Test Kit*.

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

11. **Remarks.** The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification among cadets.

**EO M204.02 – IDENTIFY HEALTHY FOOD CHOICES**

1. **Performance.** Identify Healthy Food Choices.
2. **Conditions**
  - a. Given:
    - (1) *Canada's Food Guide*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify healthy food choices, to include:
  - a. identifying food groups; and
  - b. recognizing the recommended number of servings per day.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce <i>Canada's Food Guide</i> , to include: <ol style="list-style-type: none"> <li>a. food groups; and</li> <li>b. food guide servings.</li> </ol>	Interactive Lecture	10 min	C0-100 C0-101
TP2	Introduce the recommended daily intake, depending on: <ol style="list-style-type: none"> <li>a. age groups; and</li> <li>b. gender.</li> </ol>	Interactive Lecture	5 min	C0-100 C0-101
TP3	Conduct an activity using <i>Canada's Food Guide</i> .	In-class Activity	10 min	C0-100 C0-101 C0-138

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 TP1 and TP2 to introduce *Canada's Food Guide*.

- b. An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among cadets.

**7. References**

- a. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- b. C0-058 Webb Physiotherapists Inc. *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- c. C0-059 Webb Physiotherapists Inc. *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- d. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- e. C0-061 City of Saskatoon, Community Services Department. *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- f. C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- g. C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- h. C0-138 WP Clipart. *Food Section*. Retrieved 29 March 2007, from <http://www.clipart.com/food/index.html>.

**8. Training Aids.** *Canada's Food Guide*.

**9. Learning Aids**

- a. *Canada's Food Guide*;
- b. Handouts located at A-CR-CCP-602/PF-001, Chapter 4, Annex B;
- c. Pens/pencils (one per cadet);
- d. Scissors; and
- e. Glue/tape.

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

**11. Remarks.** Copies of *Canada's Food Guide* can be ordered from Health Canada's Website at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca) to be given as a handout to each cadet.



**EO M204.03 – IDENTIFY THE BENEFITS OF A HEALTHY LIFESTYLE**

1. **Performance.** Identify the Benefits of a Healthy Lifestyle.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the benefits of a healthy lifestyle.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss personal decisions that can be made to achieve a healthy lifestyle, to include, but not limited to: <ol style="list-style-type: none"> <li>a. not smoking;</li> <li>b. making healthy nutrition choices; and</li> <li>c. participating in physical activity.</li> </ol>	Group Discussion	10 min	C0-100 C0-104 C0-105 (p. 4–6) C0-126 (Gr. 7 Lesson Plans)
TP2	Discuss the physical benefits of a healthy lifestyle, to include: <ol style="list-style-type: none"> <li>a. healthy growth and development;</li> <li>b. a healthy heart;</li> <li>c. stronger bones and muscles;</li> <li>d. weight control; and</li> <li>e. lower health risks.</li> </ol>	Group Discussion	10 min	C0-104 (p. 4) C0-105 (p. 4) C0-108 C0-127 C0-128 C0-130
TP3	Discuss the psychological benefits of a healthy lifestyle, to include: <ol style="list-style-type: none"> <li>a. positive self-esteem;</li> <li>b. positive self/body image;</li> <li>c. higher energy; and</li> <li>d. reduced stress/increased relaxation.</li> </ol>	Group Discussion	5 min	C0-104 (pp. 4 and 8) C0-108 C0-129 C0-130 C0-133

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

6. **Substantiation.** A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the benefits of a healthy lifestyle.

7. **References**

- a. C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- b. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (ND). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- c. C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- d. C0-108 (ISBN 0-662-28677-4) Health Canada. (2000). *The Vitality Approach: A Guide for Leaders*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- e. C0-126 (ISBN 0-9687739-3-1) The Lung Association. (2000). *Lungs for Life: Grade 7*. Ontario, Canada: The Lung Association.
- f. C0-127 Winnipeg in Motion. *In Motion: Prevention of....* Retrieved 12 March 2007, from <http://www.winnipeginmotion.ca/prevention/>.
- g. C0-127 Winnipeg in Motion. *In Motion: Children and Youth*. Retrieved 12 March 2007, from <http://www.winnipeginmotion.ca/youths/facts.php>.
- h. C0-128 CAHPERD Advocacy Action Centre. (1996-2006). *Facts and Stats*. Retrieved 12 March 2007, from [http://www.cahperd.ca/eng/advocacy/facts/facts\\_stats.cfm](http://www.cahperd.ca/eng/advocacy/facts/facts_stats.cfm).
- i. C0-129 Canadian Sugar Institute. (2005). *Clips on Sugars: For Up-to-Date Information on Sugars in Healthy Eating*. Retrieved 12 March 2007, from <http://www.sugar.ca>.
- j. C0-130 (ISBN 2-550-360-427-7) Thibault, G. (2000). *Physical Activity, a Determinant of Health in Youth: Advisory Option of the Kino-Quebec Scientific Committee*. Quebec: Government of Quebec.
- k. C0-133 (ISBN 1-895724-51-1) Cragg, S. & Cameron, C. (2006). *Physical Activity of Canadian Youth – An Analysis of 2002 Health Behaviour in School-aged Children Data*. Ottawa, ON: Canadian Fitness and Lifestyle Research Institute.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) suitable for the classroom/training area.

9. **Learning Aids.** Handout located at A-CR-CCP-602/PF-001, Chapter 4, Annex C.

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

11. **Remarks**

- a. Points that arise from the group discussions in TP1-4 should be placed on a whiteboard/flipchart/OHP to be referenced during the conclusion of the lesson.
- b. The handout located at A-CR-CCP-602/PF-001, Chapter 4, Annex C is not to be used by the instructor. It is a personal resource for each cadet.

**EO M204.04 – UPDATE PERSONAL ACTIVITY PLAN**

1. **Performance.** Update Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadets shall update their personal activity plan for the training year.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Have cadets adjust their personal activity plan (from Phase One) for the training year.	In-class Activity	25 min	C0-024 C0-104 C0-105 C0-106

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 5 min  |
| b. In-class Activity:       | 25 min |
| c. Total:                   | 30 min |

6. **Substantiation.** An in-class activity was chosen for this lesson as it is an interactive way to reinforce the importance of goal setting within a personal activity plan.

7. **References**

- a. C0-019 (ISBN 0-7894-7147-7) Eaton, J. & Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- b. C0-024 (ISBN 0-19-541731-3) Barber, K. (Ed.). (2001). *The Canadian Oxford Dictionary*. Don Mills, ON: Oxford University Press.
- c. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (ND). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- d. C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- e. C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10-14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Paper;
- c. Pens/pencils; and
- d. *Canada's Physical Activity Guide to Healthy Active Living.*

9. **Learning Aids**

- a. Pens/pencils;
- b. Paper;
- c. Activity plan from Phase One; and
- d. Handout of a blank activity plan located at A-CR-CCP-602/PF-001, Chapter 4, Annex D.

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

11. **Remarks**

- a. Copies of the cadets' updated personal activity plans should be kept by the Training Officer.
- b. Resources such as: *Canada's Physical Activity Guide for Youth*, *Let's Get Active! Magazine for Youth 10-14 Years of Age*, and *Family Guide to Physical Activity for Youth 10-14 Years of Age*, can be ordered from [www.paguide.com](http://www.paguide.com) through the Public Health Agency of Canada to be given as a handout to each cadet.

**EO M204.05 – PERFORM THE PACER**

1. **Performance.** Perform the PACER.
2. **Conditions**
  - a. Given:
    - (1) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall perform the PACER.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP2	Supervise while the cadets perform the PACER.	Practical Activity	15 min	C0-095
TP3	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help 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> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Practical Activity: 25 min
  - c. Total: 30 min

6. **Substantiation.** A Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

7. **References**

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- c. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- d. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- f. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- h. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-alone Test Kit*. Windsor, ON: Human Kinetics.
- i. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.

8. **Training Aids**

- a. Measuring tape;
- b. Pylons;
- c. *PACER Individual Score Sheet A*;
- d. Cassette/CD player;
- e. TV;
- f. DVD player; and
- g. *Fitnessgram 8.0 Stand-Alone Test Kit*.

9. **Learning Aids**

- a. Pylons;
- b. *PACER Individual Score Sheet A*;
- c. Pens/pencils; and

d. *Fitnessgram 8.0 Stand-Alone Test Kit.*

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

11. **Remarks**

- a. The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification among cadets.
- b. The results of the second PACER should be compared to the results of the first PACER to determine the cadets' individual progress in cardiovascular endurance.

**EO C204.01 – PERFORM THE PACER**

1. **Performance.** Perform the PACER.
2. **Conditions**
  - a. Given:
    - (1) *Fitnessgram 8.0 Stand-Alone Test Kit*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall perform the PACER.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP2	Supervise while the cadets perform the PACER.	Practical Activity	15 min	C0-095
TP3	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help 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> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Practical Activity: 25 min
  - c. Total: 30 min



6. **Substantiation.** A Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to track their progress in cardiovascular endurance. This activity contributes to the development of cardiovascular endurance in a fun and challenging setting.

7. **References**

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- c. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- d. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- f. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- h. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (ND). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-alone Test Kit*. Windsor, ON: Human Kinetics.
- i. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids**

- a. Measuring tape;
- b. Pylons;
- c. *PACER Individual Score Sheet A*;
- d. Cassette/CD player;
- e. TV;
- f. DVD player; and
- g. *Fitnessgram 8.0 Stand-Alone Test Kit*.

9. **Learning Aids**

- a. Pylons;
- b. *PACER Individual Score Sheet A*;
- c. Pens/pencils; and

d. *Fitnessgram 8.0 Stand-Alone Test Kit.*

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

11. **Remarks**

- a. The PACER is an individual assessment of cardiovascular fitness. Results from this assessment are not to be used for competition or classification amongst cadets.
- b. This EO gives the cadet the opportunity to run the PACER a third time in the middle of the training year allowing them to better track their progress in cardiovascular endurance.

**EO C204.02 – DEVELOP A PERSONAL NUTRITION PLAN**

1. **Performance.** Develop a Personal Nutrition Plan.
2. **Conditions**
  - a. Given:
    - (1) *Canada's Food Guide*;
    - (2) handout of a blank weekly meal plan;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall develop a personal nutrition plan, to include:
  - a. creating a food journal; and
  - b. choosing healthy foods based on the recommendations in *Canada's Food Guide*.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Have cadets complete a food journal of what they ate that day.	In-class Activity	10 min	
TP2	Discuss how the cadets' food choices compare with <i>Canada's Food Guide</i> .	Group Discussion	10 min	C0-100 C0-101
TP3	Have the cadets develop a personal nutrition plan for one week.	In-class Activity	30 min	C0-107

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 5 min  |
| b. In-class Activity:       | 40 min |
| c. Group Discussion:        | 10 min |
| d. Total:                   | 60 min |

6. **Substantiation**

- a. An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and stimulate an interest in healthy eating among the cadets.
- b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating.

7. **References**

- a. C0-100 (ISBN 0-662-44467-1) Health Canada. (2007). *Canada's Food Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- b. C0-101 (ISBN 0-662-44470-1) Health Canada. (2007). *Eating Well with Canada's Food Guide: A Resource for Educators and Communicators*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- c. C0-107 Health Canada. (2007). *Canada's Food Guide: My Food Guide*. Retrieved 20 February 2007, from [http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index\\_e.html](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index_e.html).

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate to the classroom/training area; and
- b. *Canada's Food Guide*.

9. **Learning Aids**

- a. *Canada's Food Guide*;
- b. Pens/pencils;
- c. Paper;
- d. Food journal handout located at A-CR-CCP-602/PF-001, Chapter 4, Annex E; and
- e. Personal nutrition plan handout located at A-CR-CCP-602/PF-001, Chapter 4, Annex F.

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

11. **Remarks.** The personal nutrition plan is not to be used as a measurement tool. It should be developed solely for use by the cadet to understand healthy food choices.

**SECTION 5****PO 205 – PARTICIPATE IN RECREATIONAL SPORTS**

1. **Performance.** Participate in Recreational Sports.
2. **Conditions**
  - a. Given:
    - (1) sports equipment;
    - (2) Canadian Cadet Organization's (CCO) list of acceptable sports;
    - (3) safety equipment;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references, the cadet will participate in organized recreational team sports, to include:
  - a. receiving a briefing on the specific sport's rules and regulations;
  - b. participating in a warm-up;
  - c. participating in recreational sports; and
  - d. participating in a cool-down.
4. **Remarks.** Recreational Sports can be carried out as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material**
  - a. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically:
    - (1) EO C105.01 (Participate in an Organized Sports Tabloid);
    - (2) EO C105.02 (Participate in an Organized Intra-Mural Sports Event); and
    - (3) EO C105.03 (Participate in an Orienteering Event).
  - b. When selecting complementary material training from Phase One, training staff will review the applicable performance objective, lesson specification, and instructional guide.
  - c. Complementary training associated with PO 205 is limited to a total of nine periods conducted during sessions or on a supported day. If PO 205 is carried out over three training sessions, it will be comprised of three periods of training per night. If recreational team sports is carried out as a full day activity, it will be comprised of nine periods. Corps are not required to use all nine periods.

**EO M205.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS**

1. **Performance.** Participate in Organized Recreational Team Sports.
2. **Conditions**
  - a. Given:
    - (1) sports equipment;
    - (2) safety equipment;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references, the cadet shall:
  - a. follow the rules and regulations of the specific sport;
  - b. participate in a warm-up;
  - c. participate in the given sport; and
  - d. participate in a cool-down.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to a specific sport's rules and regulations, to include: <ol style="list-style-type: none"> <li>a. an overview of how to play the sport; and</li> <li>b. rules and regulations of the sport.</li> </ol>	Interactive Lecture	10 min	C0-001
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	10 min	C0-002 (pp. 109 to 113) C0-089
TP3	Supervise the cadets' participation in a given sports activity.	Practical Activity	50 min	

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

#### 5. Time

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

#### 6. Substantiation

- An interactive lecture was chosen for TP1 to illustrate the application of rules, principles, or concepts of the specific sport to be played.
- A practical activity was chosen for TP2-4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

#### 7. References

- C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-030 Ringette Canada. (2006). *How Ringette is Played*. Retrieved 30 October 2006, from <http://www.ringette.ca/e/about/played.htm>.
- C0-031 What is Ultimate Frisbee? (2006). *What is Ultimate – The Game*. Retrieved 30 October 2006, from [http://www.whatisultimate.com/what/what\\_game\\_en.html](http://www.whatisultimate.com/what/what_game_en.html).
- C0-034 About Ultimate. (2006). *About Ultimate*. Retrieved 30 October 2006, from <http://www.upa.org/ultimate>.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.

- i. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- j. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility>.
- k. C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch Football Rule Book 2004*. Ottawa, ON: National Football Federation.
- l. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary (Rev. Ed.)*. Bolinas, CA: Shelter Publications, Inc.
- m. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids**

- a. Sports/safety equipment appropriate for the activity;
- b. First aid kit;
- c. Whistles; and
- d. Stopwatch.

9. **Learning Aids.** Sports equipment.

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

11. **Remarks**

- a. The CCO list of approved sports is located at A-CR-CCP-602/PF-001, Chapter 5, Annex A.
- b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.



**SECTION 6****PO 206 – 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 safety rod;
    - (3) safety glasses/goggles;
    - (4) approved air rifle pellets;
    - (5) target frame;
    - (6) suitable target;
    - (7) local Range Standing Orders;
    - (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.** In accordance with specified references, the cadet will fire the cadet air rifle while participating in recreational marksmanship by:
  - a. carrying out safety precautions;
  - b. applying basic marksmanship techniques; and
  - c. following the rules of and 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 206 is designed to enhance the cadet's air rifle marksmanship experience, to include:
    - (1) EO C206.01 (Practice Holding Techniques);
    - (2) EO C206.02 (Practice Aiming Techniques); and
    - (3) EO C206.03 (Practice Firing Techniques).
  - b. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically EO C106.01 (Participate in Recreational Air Rifle Marksmanship).
  - c. When selecting complementary material from the Phase One, training staff shall review the applicable performance objective, lesson specification, and instructional guide.

- d. Complementary training associated with PO 206 is limited to a total of ten periods conducted during sessions or on a supported day. No more than four periods in total shall be used to support EOs C206.01 to C206.03, marksmanship techniques. 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 to C206.03, marksmanship techniques, prior to conducting EO C106.01 (Participate in Recreational Air Rifle Marksmanship).

**EO M206.01 – 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 safety rod;
    - (3) safety glasses/goggles;
    - (4) approved air rifle pellets;
    - (5) target frame;
    - (6) suitable target;
    - (7) shooting mat;
    - (8) local range standing orders;
    - (9) supervision; and
    - (10) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** In accordance with specified references, the cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Conduct a range briefing, to include: <ol style="list-style-type: none"> <li>a. explaining pertinent sections of range standing orders;</li> <li>b. reviewing general rules observed on all ranges;</li> <li>c. reviewing commands used on an air rifle range;</li> <li>d. describing the layout of the range; and</li> <li>e. reviewing hand-washing procedures on completion of firing.</li> </ol>	Interactive Lecture	10 min	A0-027 (p. 1-3-4 and pp. 1-8-1 to 1-8-4)
TP2	Supervise the cadets' participation in a recreational marksmanship activity, choosing from the following categories: <ol style="list-style-type: none"> <li>a. classification;</li> <li>b. fun activities;</li> </ol>	Practical Activity	70 min	

TP	Description	Method	Time	Ref
	c. timed activities; or d. competitive team/individual activities.			

## 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 TP1 to present important information about the marksmanship activity.
- b. A practical activity was chosen for TP2 as it is an interactive way to allow cadets 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 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 D Cdts 4. (2005). *Marksmanship Classification*. Ottawa ON: Department of National Defence.
- c. C0-103 Free Fever. (ND). *Free Space Shuttle Clip Art*. Retrieved 21 February 2007, from <http://www.freefever.com/freeclipart/spaceshuttle.html>.
- d. C0-109 Eight Planets. (ND). *Moon*. Retrieved 21 February 2007, from <http://luna.eightplanets.net/>.
- e. C0-110 H2O University. (ND). *Moon*. Retrieved 21 February 2007, from [http://www.h2ouniversity.org/html/K2\\_facts\\_earth.html](http://www.h2ouniversity.org/html/K2_facts_earth.html).

## 8. Training Aids

- a. Cadet air rifle;
- b. Cadet air rifle safety rod;
- c. Safety glasses/goggles;
- d. Approved air rifle pellets;
- e. Target frame;
- f. Suitable target;
- g. Shooting mat;
- h. Flags (red and green); and
- i. Local range standing orders.

9. **Learning Aids**

- a. Cadet air rifle;
- b. Cadet air rifle safety rod;
- c. Safety glasses/goggles;
- d. Approved air rifle pellets;
- e. Target frame;
- f. Suitable targets; and
- g. Shooting mat.

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

11. **Remarks.** Cadets must successfully complete the Cadet Air Rifle Handling Test (located in A-CR-CCP-601/PG-001, Chapter 3, Annex C) prior to firing pellets or cleaning pellets on an air rifle range.

**EO C206.01 – PRACTICE HOLDING TECHNIQUES**

1. **Performance.** Practice Holding Techniques.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall practice holding techniques, to include:
  - a. adopting the prone position; and
  - b. holding the cadet air rifle, using the cadet air rifle sling for support.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate adopting the prone position, ensuring: <ol style="list-style-type: none"> <li>a. the bodyweight is equally distributed;</li> <li>b. the position is consistent throughout the relay;</li> <li>c. the body forms a 5-20 degree angle to the line of sight;</li> <li>d. the body and spine are straight;</li> <li>e. the left leg is parallel with the spine;</li> <li>f. the right foot is straight out or turned to the right;</li> <li>g. the left foot is straight behind on the toe or pointed to the right; and</li> <li>h. the right knee is brought up so the thigh forms a 30-45 degree angle with the left leg.</li> </ol>	Demonstration	5 min	A0-027 (p. 2-7)
TP2	Explain and demonstrate holding techniques using the cadet air rifle sling, to include: <ol style="list-style-type: none"> <li>a. assembling the sling;</li> <li>b. positioning the sling on the arm;</li> <li>c. adjusting the arm loop;</li> </ol>	Demonstration	10 min	A0-027 (pp. 2-7 and 2-8)

TP	Description	Method	Time	Ref
	d. attaching the sling to the cadet air rifle; e. adjusting the rifle loop.			
TP3	Conduct a holding technique activity to include: a. the prone position; and b. the use of a sling.	Performance	10 min	

#### 5. Time

a.	Introduction/Conclusion:	5 min
b.	Demonstration:	15 min
c.	Performance:	10 min
d.	Total:	30 min

#### 6. Substantiation

- a. Demonstration was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate the holding techniques that the cadet is expected to acquire.
- b. Performance was chosen for TP3 as it provides an opportunity for the cadets to practice holding techniques under supervision.

#### 7. References. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

#### 8. Training Aids

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Cadet air rifle;
- c. Cadet air rifle sling; and
- d. Shooting mat (if available).

#### 9. Learning Aids

- a. Cadet air rifle;
- b. Cadet air rifle sling; and
- c. Shooting mat (if available).

#### 10. Test Details. N/A.

#### 11. Remarks

- a. Instructions may be modified for left-handed cadets (e.g. switching left hand/foot when instructions call for right hand/foot).
- b. This EO is intended to enhance and further develop techniques taught in EO M106.03 (Apply Basic Marksmanship Techniques).

**EO C206.02 – PRACTICE AIMING TECHNIQUES**

1. **Performance.** Practice Aiming Techniques.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) suitable target;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall practice aiming techniques, to include:
  - a. determining the proper eye usage;
  - b. identifying aspects of aiming; and
  - c. applying breathing techniques.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate and have cadets practice proper eye usage, to include: <ol style="list-style-type: none"> <li>a. determining the master eye;</li> <li>b. firing with both eyes open; and</li> <li>c. avoiding fixed vision.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 2-10)
TP2	Identify and explain aspects of aiming, to include: <ol style="list-style-type: none"> <li>a. the sight system of the cadet air rifle, to include:               <ol style="list-style-type: none"> <li>(1) the front sight; and</li> <li>(2) the rear sight, to include:                   <ol style="list-style-type: none"> <li>(a) peep sight;</li> <li>(b) elevation; and</li> <li>(c) windage.</li> </ol> </li> </ol> </li> <li>b. natural head position; and</li> <li>c. eye relief.</li> </ol>	Interactive Lecture	25 min	A0-027 (p. 2-11)



TP	Description	Method	Time	Ref
	<b>Note:</b> Explain that elevation is the up and down movement, and windage is the left and right movement of the rear sights. Adjusting sights will not be covered at this time.			
TP3	Explain, demonstrate and have cadets practice marksmanship-related breathing, to include: a. discussing the importance of controlled breathing in marksmanship; and b. achieving a controlled breathing sequence.	Demonstration and Performance	15 min	A0-027 (p. 2-12)

#### 5. Time

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 5 min  |
| b. | Demonstration and Performance: | 30 min |
| c. | Interactive Lecture:           | 25 min |
| d. | Total:                         | 60 min |

#### 6. Substantiation

- Demonstration and performance was chosen for TP1 and TP3 as it allows the instructor to explain and demonstrate aiming techniques while providing an opportunity for the cadets to practice these skills under supervision.
- An interactive lecture was chosen for TP2 to introduce the aspects of aiming.

#### 7. References. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

#### 8. Training Aids

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Cadet air rifle;
- Cadet air rifle sling;
- Suitable target; and
- Shooting mat (if available).

#### 9. Learning Aids

- Cadet air rifle;
- Cadet air rifle sling;
- Suitable target; and
- Shooting mat (if available).

#### 10. Test Details. N/A.

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

**EO C206.03 – PRACTICE FIRING TECHNIQUES**

1. **Performance.** Practice Firing Techniques.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, while holding the cadet air rifle in the prone position, the cadet shall practice firing techniques, to include:
  - a. practicing natural alignment;
  - b. demonstrating trigger control; and
  - c. defining follow-through.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate and have the cadets practice natural alignment by: <ol 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. proceed with firing.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 1-5-7)
TP2	Demonstrate and explain trigger control, to include: <ol style="list-style-type: none"> <li>a. position of the hand on the rifle;</li> <li>b. trigger finger position; and</li> <li>c. squeezing the trigger.</li> </ol>	Demonstration	5 min	A0-027 (pp. 1-5-9 and 1-5-10)
TP3	Define follow-through as the act of remaining in a stable prone position for two seconds and reacquiring the sight picture after firing the air rifle.	Interactive Lecture	5 min	A0-027 (p. 1-5-10)

5. **Time**

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

6. **Substantiation**

- a. Demonstration and performance was chosen for TP1 as it allows the instructor to explain and demonstrate firing techniques while providing an opportunity for the cadets to practice these skills under supervision.
- b. Demonstration was chosen for TP2 as it allows the instructor to explain and demonstrate trigger control.
- c. An interactive lecture was chosen for TP3 to present basic material on follow-through.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Cadet air rifle;
- c. Cadet air rifle sling;
- d. Suitable target; and
- e. Shooting mat (if available).

9. **Learning Aids**

- a. Cadet air rifle;
- b. Cadet air rifle sling;
- c. Suitable target; and
- d. Shooting mat (if available).

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

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

**SECTION 7**  
**PO 207 – 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: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will participate in a discussion on serving in a Royal Canadian Sea Cadet Corps, to include:
  - a. identifying training opportunities available in Phase Two;
  - b. recognizing historical aspects of the Royal Canadian Sea Cadets;
  - c. recognizing the role and responsibilities of the local sponsor; and
  - d. identifying year two summer training opportunities.
4. **Remarks**
  - a. EO M207.01 (Identify Phase Two Training Opportunities) shall be conducted at the beginning of the training year.
  - b. EO M207.04 (Recognize Phase Two CSTC Training Opportunities) shall be conducted prior to CSTC application deadlines.
5. **Complementary Material**
  - a. Complementary material associated with PO 207 is designed to enhance the cadet's knowledge of serving in a Sea Cadet corps:
    - (1) EO C207.01 (Identify the Rank Structure of the Royal Canadian Army and Air Cadets);
    - (2) EO C207.02 (Visit a Local Cadet Corps or Air Squadron);
    - (3) EO C207.03 (Recognize the History of the Affiliated Unit); and
    - (4) EO C207.04 (Participate in a Tour of the Affiliated Unit).
  - b. Some complementary training offered in Phase One may be conducted as complementary training in Phase Two, specifically, EO C107.03 (Participate in an Activity about the History of the Corps).
  - c. Complementary material associated with PO 207 is limited to a total of eight periods, which may be conducted during sessions or on a supported day. Corps are not required to use all eight periods.

**EO M207.01 – IDENTIFY PHASE TWO TRAINING OPPORTUNITIES**

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

TP	Description	Method	Time	Ref
TP1	Identify Phase Two mandatory training, 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; and</li> <li>(8) drill.</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) small craft operations;</li> <li>(4) ships operations; and</li> <li>(5) sailing.</li> </ol> </li> </ol>	In-class Activity	15 min	A0-010

TP	Description	Method	Time	Ref
TP2	Identify Phase Two complementary training opportunities.	Interactive Lecture	5 min	See Remarks para. 11.
TP3	Conduct an activity on Phase Two training opportunities.	In-class Activity	5 min	

#### 5. Time

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

#### 6. Substantiation

- An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets.
- An interactive lecture was chosen for TP2 to introduce Phase Two training to the cadets and to generate interest in the topics.

#### 7. References

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- A0-045 Cadets Canada. (2007). *About Cadets–History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- C0-013 Canadian Heritage. *Ceremonial and Canadian Symbol Promotion*. (2007). Retrieved 4 May 2007, from [http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm).
- C0-081 Citizenship and Immigration Canada. (ND). *Rights and Responsibilities of Canadian Citizenship*. Retrieved 4 April 2007, from, <http://cic.gc.ca/English/citizen/rights-fs.html>.

#### 8. Training Aids

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Handout of the EOs and POs for Phase Two training located at A-CR-CCP-602/PF-001, Chapter 7, Annex A;
- Tape; and
- Posters located at A-CR-CCP-602/PF-001, Chapter 7, Annex C and D.

#### 9. Learning Aids

- Handout of POs and EOs for Phase Two training opportunities located at A-CR-CCP-602/PF-001, Chapter 7, Annex A;
- In-class activity located at A-CR-CCP-602/PF-001, Chapter 7, Annex B; and
- Posters located at A-CR-CCP-602/PF-001, Chapter 7, Annex C and D.

10. **Test Details.** N/A.
11. **Remarks.** For Phase Two complementary training opportunities in TP2, refer to the corps' annual training plan.



**EO M207.02 – RECOGNIZE HISTORICAL ASPECTS OF THE ROYAL CANADIAN SEA CADETS (RCSC)**

1. **Performance.** Recognize Historical Aspects of the Royal Canadian Sea Cadets (RCSC).
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize historical aspects of the RCSC, to include:
  - a. significant dates in the Sea Cadet Program; and
  - b. the Navy League of Canada (NLC).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce significant events in the Sea Cadet Program, to include: <ol style="list-style-type: none"> <li>a. the formation of drill associations;</li> <li>b. the formation of the NLC;</li> <li>c. the officer cadre;</li> <li>d. the impact of WW I;</li> <li>e. the impact of WW II;</li> <li>f. the addition of the title “Royal”;</li> <li>g. the unification of the Canadian Forces; and</li> <li>h. the inclusion of females in the Cadet Program.</li> </ol>	Interactive Lecture	10 min	A0-045 C1-058
TP2	Introduce significant dates in the Navy League of Canada, to include: <ol style="list-style-type: none"> <li>a. the formation and early days;</li> <li>b. the impact of WW I;</li> <li>c. the impact of WW II; and</li> <li>d. the formation of Navy League Cadets Corps.</li> </ol>	Interactive Lecture	10 min	C1-058
TP3	Conduct an activity on the historical aspects of the RCSC.	In-class Activity	5 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to introduce the cadets to historical aspects of the RCSC.
- b. An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References**

- a. A0-045 Cadets Canada. (2007). *About Cadets–History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- b. C1-097 Navy League of Canada. (2007). *About Us–History*. Retrieved 13 March 2007, from <http://www.navyleague.ca/eng/about/history.asp>.
- c. C1-097 Navy League of Canada. (2007). *About Us–Critical Dates*. Retrieved 13 March 2007, from [http://www.navyleague.ca/eng/about/critical\\_dates.asp](http://www.navyleague.ca/eng/about/critical_dates.asp).

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 7, Annex F.

9. **Learning Aids.** Crossword puzzle handout located at A-CR-CCP-602/PF-001, Chapter 7, Annex E.

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

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

**EO M207.03 – RECOGNIZE THE ROLE AND RESPONSIBILITIES OF THE LOCAL SPONSOR**

1. **Performance.** Recognize the Role and Responsibilities of the Local Sponsor.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize the role and responsibilities of the local sponsor.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Define sponsor and sponsoring committee/branch.	Interactive Lecture	5 min	A0-040 (p. 6/40)
TP2	Describe the local sponsoring body, to include: <ol style="list-style-type: none"> <li>a. local branch of the Navy League of Canada (NLC) is the primary sponsor;</li> <li>b. the positions; and</li> <li>c. corps may have a secondary sponsor, such as:               <ol style="list-style-type: none"> <li>(1) parents committees;</li> <li>(2) Royal Canadian Legions;</li> <li>(3) Lions Clubs; and</li> <li>(4) Rotary Clubs, etc.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C1-068 C1-069
TP3	Explain the role and responsibilities of the sponsoring committee/branch to include: <ol style="list-style-type: none"> <li>a. fundraising;</li> <li>b. recruiting cadets;</li> <li>c. attracting officers to the corps;</li> <li>d. screening volunteers;</li> <li>e. providing adequate office and training facilities;</li> <li>f. participating in senior cadet rank appointments;</li> <li>g. participating in selections for CSTC/ Exchange; and</li> </ol>	Interactive Lecture	10 min	C1-058

TP	Description	Method	Time	Ref
	h. participating in selections for honours and awards.			

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the role and responsibilities of the local sponsor and to present basic material about the corps local sponsor.

7. **References**

- a. A0-040 2005-113124 D Cdts. (2005). *Memorandum of Understanding Between the DND and the Leagues*. Ottawa, ON: Department of National Defence.
- b. C1-068 Navy League of Canada. (2002). *Guide for Local Branches: Part One*. Ottawa, ON: Navy League of Canada.
- c. C1-069 Navy League of Canada. (2002). *Guide for Local Branches: Part Two*. Ottawa, ON: Navy League of Canada.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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

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

11. **Remarks.** This EO can be delivered by a member of the local NLC branch. The guest speaker shall be briefed on the TPs prior to the lesson.

**EO M207.04 – IDENTIFY YEAR TWO CSTC TRAINING OPPORTUNITIES**

1. **Performance.** Identify Year Two CSTC Training Opportunities.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify year two CSTC training opportunities, to include:
  - a. areas of interest;
  - b. courses within each area of interest; and
  - c. prerequisites for the courses within each area of interest.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Discuss the specialty areas for year two CSTC training, to include: <ol style="list-style-type: none"> <li>a. leadership;</li> <li>b. marksmanship;</li> <li>c. drill and ceremonial;</li> <li>d. fitness and sports;</li> <li>e. music;</li> <li>f. sail; and</li> <li>g. seamanship.</li> </ol>	Group Discussion	10 min	A0-010 A1-019
TP2	Describe year two CSTC courses, to include: <ol style="list-style-type: none"> <li>a. common courses:               <ol style="list-style-type: none"> <li>(1) basic fitness and sports; and</li> <li>(2) military band – basic musician;</li> </ol> </li> <li>b. elemental courses:               <ol style="list-style-type: none"> <li>(1) basic leadership;</li> <li>(2) basic sail; and</li> <li>(3) basic seamanship; and</li> </ol> </li> <li>c. prerequisites for each three-week course.</li> </ol>	Interactive Lecture	10 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 TP1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year two CSTC training opportunities.
- b. An interactive lecture was chosen for TP2 to orient the cadets to year two CSTC training opportunities and generate interest.

7. **References.** A1-019 CATO 31-03 D Cdts 2. (2006). *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/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 prior to the summer training application deadline directed by the applicable cadet detachment/region.
- b. It is strongly recommended that the summer training application forms (CF 51) be completed during a training session after this EO has been conducted.
- c. Corps may choose to devote two additional complementary training periods to expand this to a session that includes a parent information seminar, etc.

## EO C207.01 – IDENTIFY THE RANK STRUCTURE OF THE ROYAL CANADIAN ARMY AND AIR CADETS

1. **Performance.** Identify the Rank Structure of the Royal Canadian Army and Air Cadets.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the rank structure of:
  - a. the Royal Canadian Army Cadets; and
  - b. the Royal Canadian Air Cadets.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the Army and Air Cadet rank structure, to include: <ol style="list-style-type: none"> <li>a. Private (Pte);</li> <li>b. Corporal (Cpl);</li> <li>c. Master Corporal (MCpl);</li> <li>d. Sergeant (Sgt);</li> <li>e. Warrant Officer (WO);</li> <li>f. Master Warrant Officer (MWO);</li> <li>g. Chief Warrant Officer (CWO);</li> <li>h. Air Cadet (AC);</li> <li>i. Leading Air Cadet (LAC);</li> <li>j. Corporal (Cpl);</li> <li>k. Flight Corporal (FCpl);</li> <li>l. Sergeant (Sgt);</li> <li>m. Flight Sergeant (FSgt);</li> <li>n. Warrant Officer Second Class (WO2); and</li> <li>o. Warrant Officer First Class (WO1).</li> </ol>	Interactive Lecture	10 min	A3-004 (pp. 1 to 9) A2-030 (pp. 1/5 to 5/5, A-1/1, and B-1/2)
TP2	Conduct an activity to familiarize cadets with the Army and Air Cadet rank structure.	In-class Activity	15 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 to orient the cadets to the Army and Air Cadet rank structure, to generate interest, and to present basic material.
- b. An In-class activity was chosen for TP2 as it is as interactive way to provoke thought and to stimulate interest among cadets.

7. **References**

- a. A2-030 CATO 40-03 D Cdts 4. (2005). *Army Cadet Ranks and Cadet Corps*. Ottawa, ON: Department of National Defence.
- b. A3-004 CATO 51-02 D Cdts 4. (2007). *Air Promotions*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Handouts located at A-CR-CCP-602/PF-001, Chapter 7, Annex H to J.

9. **Learning Aids.** Handout located at A-CR-CCP-602/PF-001, Chapter 7, Annex G.

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

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



**EO C207.02 – VISIT A LOCAL CADET CORPS OR SQUADRON**

1. **Performance.** Visit a Local Cadet Corps or Squadron.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine the conditions suitable for this training.
3. **Standard.** The cadet shall visit a cadet corps or squadron to become familiar with the intra- and inter-elemental differences in cadet training.
4. **Teaching Points.** Conduct a tour of a corps/squadron and facilities, highlighting the following:
  - a. identify the number of staff and cadets; and
  - b. describe the following:
    - (1) elemental mandatory training;
    - (2) the corps/squadron complementary training choices;
    - (3) history and traditions of:
      - (a) the element;
      - (b) the corps/squadron; and
      - (c) the affiliated unit; and
    - (4) some trips or exchanges in which the corps/squadron has participated.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for this lesson as it will reinforce the cadet's knowledge of material previously taught in EO C207.01 (Identify the Rank Structure of the Royal Canadian Air and Army Cadets) and introduce the cadet to the training conducted by other elements, through participation in an activity conducted in a real-life setting.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.

11. **Remarks**

- a. It is recommended that EO C207.01 (Identify the Rank Structure of the Royal Canadian Air and Army Cadets) be conducted prior to this visit.
- b. A visit to a local Navy League Cadet Corps could also be conducted for this EO.
- c. This field trip may be conducted on a supported day or during a complementary session.
- d. There is no instructional guide for the lesson.

**EO C207.03 – DESCRIBE THE AFFILIATED UNIT**

1. **Performance.** Describe the Affiliated Unit.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the affiliated unit.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the affiliated unit, to include: <ol style="list-style-type: none"> <li>a. size;</li> <li>b. location;</li> <li>c. role within the CF;</li> <li>d. formation date;</li> <li>e. the building(s) it occupies;</li> <li>f. unit traditions;</li> <li>g. previous and future deployments;</li> <li>h. special awards/medals awarded to members;</li> <li>i. role in relation to the corps; and</li> <li>j. other interesting facts.</li> </ol>	Interactive Lecture	15 min	
TP2	Conduct an activity on the affiliated unit.	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 TP1 to orient the cadets to the history of the affiliated unit and to generate interest.

- b. An in-class activity was chosen fro TP2 as it is an interactive way to provoke though and stimulate interest in the history of the affiliated unit among cadets.

7. **References.** N/A.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

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

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

11. **Remarks**

- a. The instructor for this lesson may be a member of the corps or the affiliated unit.
- b. If the affiliated unit has access to promotional materials, these may be used as references and/or training/learning aids.
- c. Topics found in TP1 may differ for each affiliated unit. The instructor should determine interesting facts of the affiliated unit prior to the lesson.
- d. The posters created during this lesson may be used in display at the annual ceremonial review.

**EO C207.04 – PARTICIPATE IN A TOUR OF THE AFFILIATED UNIT**

1. **Performance.** Participate in a Tour of the Affiliated Unit.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine conditions suitable for this training.
3. **Standard.** The cadet shall tour the affiliated unit to become familiar with the Canadian Forces' (CF) relationship to the Cadet Program.
4. **Teaching Points.** Conduct a tour of the affiliated unit and facilities, highlighting the following:
  - a. the size of the affiliated unit;
  - b. the role the affiliated unit plays within the CF;
  - c. the formation date of the affiliated unit;
  - d. the building(s) occupied by the affiliated unit;
  - e. any deployments in which the affiliated unit has participated;
  - f. any previous awards/medals awarded to members of the affiliated unit;
  - g. role within the corps; and
  - h. any other interesting facts.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for this lesson as it will reinforce the cadets' knowledge of the affiliated unit, while informing the cadets of the role of the affiliated unit within the corps/squadron.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. If an instructor from the corps will conduct the tour, all teaching points shall be researched in advance.

- b. This field trip may be conducted on a supported day or during a complementary session.
- c. If the affiliated unit has access to promotional materials, these may be used as references/training/learning aids.
- d. There is no instructional guide for this EO.

**SECTION 8****PO 208 – EXECUTE DRILL AS A MEMBER OF A SQUAD**

1. **Performance.** Execute Drill as a Member of a Squad.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard.** In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will execute drill as a member of a squad, to include:
  - a. executing turns to the left and right on the march;
  - b. as a squad in threes, forming single file from the halt; and
  - c. as a squad in line, forming single file from the halt.
4. **Remarks.** Instructors are advised to conduct the EOs as listed, as subsequent EOs are dependent on previous EOs.
5. **Complementary Material**
  - a. Complementary material associated with PO 208 is designed to allow additional opportunities for cadet corps with an interest in drill to develop the cadet's skills in this area specifically:
    - (1) EO C208.01 (Practice Ceremonial Drill as a Review) provided to allow practice of Phase One mandatory training; and
    - (2) EO C208.02 (Execute Drill With Arms).
  - b. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically EO C108.01 (Execute Supplementary Drill Movements). Drill movements will be selected from Chapters 2 or 3 of A-PD-201-000/PT-000.
  - c. Complementary training associated with PO 208 is limited to a total of nine periods, of which a maximum of six periods may be used in support of EO C108.01 (Execute Supplementary Drill Movements) and EO C208.01 (Practice Ceremonial Drill as a Review), to be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

**EO M208.01 – EXECUTE LEFT AND RIGHT TURNS ON THE MARCH**

1. **Performance.** Execute Left and Right Turns on the March.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute left and right turns on the march.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate, and allow cadets time to practice left turns on the march.	Demonstration and Performance	25 min	A0-002 (pp. 3-29 and 3-30)
TP2	Explain, demonstrate, and allow cadets time to practice right turns on the march.	Demonstration and Performance	25 min	A0-002 (p. 3-31)

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Demonstration and Performance: 50 min
  - c. Total: 60 min
6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate turning on the march while providing an opportunity for the cadets to practice turning on the march under supervision.
7. **References.** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.



- b. Assistant instructors may be required for this lesson.

**EO M208.02 – FORM SINGLE FILE FROM THE HALT**

1. **Performance.** Form Single File from the Halt.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall form single file from the halt, to include:
  - a. forming single file from the halt as a squad in threes; and
  - b. forming single file from the halt as a squad in line.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain, demonstrate, and allow cadets to practice forming single file from the halt as a squad in threes.	Demonstration and Performance	15 min	A0-002 (pp. 3-43 and 3-44)
TP2	Explain, demonstrate, and allow cadets to practice forming single file from the halt as a squad in line.	Demonstration and Performance	10 min	A0-002 (pp. 3-45 and 3-46)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice forming single file from the halt under supervision.
7. **References.** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.

11. **Remarks**

- a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.

## EO C208.01 – PRACTICE CEREMONIAL DRILL AS A REVIEW

1. **Performance.** Practice Ceremonial Drill as a Review.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate in a review of ceremonial drill, chosen from EOs M108.01 to M108.11.
4. **Teaching Points.** As per reference.
5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Demonstration and Performance: 50 min
  - c. Total: 60 min
6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate ceremonial drill while providing an opportunity for the cadets to practice these skills under supervision.
7. **References.** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
  - b. A maximum of two periods have been allocated for this EO to review any mandatory drill from EOs M108.01 to M108.11.
  - c. Assistant instructors may be required for this lesson.
  - d. No instructional guide will be provided for this EO.

**EO C208.02 – EXECUTE DRILL WITH ARMS**

1. **Performance.** Execute Drill with Arms.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) drill purpose rifle;
    - (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.** In accordance with A-CR-CCP-053/PT-001, *Royal Canadian Sea Cadets Manual of Drill and Ceremonial and as a Member of a Squad*, Chapter 2, the cadet shall execute drill with arms.
4. **Teaching Points.** As per reference.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Demonstration and Performance:	230 min
c.	Total:	240 min
6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate drill with arms while providing an opportunity for the cadets to practice these skills under supervision.
7. **References.** A0-038 A-CR-CCP-053/PT-001 D Cdts. (2000). *Royal Canadian Sea Cadets Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids.** Drill purpose rifle.
9. **Learning Aids.** Drill purpose rifle.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Assistant instructors may be required to provide demonstrations for this lesson.
  - b. The recommended basic breakdown of basic drill with arms lessons is as follows:

- (1) adopt the positions of attention, stand at ease, and stand easy with arms, to include (one period):
    - (a) the position of attention;
    - (b) stand at ease from attention;
    - (c) stand easy from stand at ease;
    - (d) stand at ease from stand easy; and
    - (e) attention from stand at ease;
  - (2) execute ground and take up arms (one period);
  - (3) execute slope arms from the order and order arms from the slope (one period);
  - (4) execute dressing a squad with arms (one period);
  - (5) execute paying compliments with arms at the halt, to include (two periods):
    - (a) salute at slope arms;
    - (b) present arms from the slope; and
    - (c) slope arms from the present; and
  - (6) march and halt in quick time with arms (one period).
- c. No instructional guide will be provided for this EO.

**SECTION 9****PO 211 – PARTICIPATE IN COMPETITIVE SUMMER BIATHLON ACTIVITIES**

1. **Performance.** Participate in Competitive Summer Biathlon Activities
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) safety glasses/goggles;
    - (3) approved cadet air rifle pellets;
    - (4) containers to hold pellets;
    - (5) biathlon Air Rifle Target (BART);
    - (6) local Range Standing Orders;
    - (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, Chapter 1, Section 8; and
    - (2) Established running route of approximately 500-1000 m.
3. **Standard.** In accordance with specified references and, as a member of a section, the cadet will participate in competitive summer biathlon activities, to include:
  - a. running a loop of 500-1000 m;
  - b. firing eight rounds in an effort to activate all five targets of the BART;
  - c. running a second loop of 500-1000 m;
  - d. firing eight rounds in an effort to activate all five targets of the BART;
  - e. running a final loop of 500-1000 m; and
  - f. finishing the event.
4. **Remarks**
  - a. Cadets must have completed PO C111 (Participate in a Summer Biathlon Activity) prior to competing in the competitive summer biathlon activity.
  - b. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
  - c. All range activities must be conducted by a Range Safety Officer (RSO).

**5. Complementary Material**

- a. PO 211 (Participate in Competitive Summer Biathlon Activities) is a complementary package designed to provide an opportunity for the cadet to participate in competitive summer biathlon activities.
- b. Corps/Squadrons choosing PO 211 as complementary training may complete EOs C211.01-C211.03 or the complete package, EOs C211.01-C211.04. Corps/Squadrons cannot conduct EO C211.04 (Participate in a Competitive Summer Biathlon Activity), unless cadets have completed EOs C211.01-C211.03.
- c. Complementary training associated with PO 211 is limited to a total of nine periods which may be conducted during sessions or on a supported day.



**EO C211.01 – IDENTIFY CIVILIAN BIATHLON OPPORTUNITIES**

1. **Performance.** Identify Civilian Biathlon Opportunities
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify civilian biathlon opportunities, to include:
  - a. training opportunities; and
  - b. competitive events.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce local, provincial/territorial, national, and international biathlon training opportunities.	Interactive Lecture	10 min	C0-082 C0-148 C0-149
TP2	Introduce local, provincial/territorial, national, and international competitive biathlon opportunities.	Interactive Lecture	10 min	C0-082 C0-148
TP3	Identify famous biathletes who were introduced to the sport through the Canadian Cadet Program.	Interactive Lecture	5 min	A0-049 C0-082 C0-153

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to civilian biathlon opportunities and to generate interest.
7. **References**
  - a. A0-042 Regional Cadet Support Unit (Central). (2007). *Cadet Marksmanship and Firearms Safety Program*. Retrieved 18 April 2007, from [http://www.central.cadets.ca/events/biath\\_cadetmarksman\\_e.html](http://www.central.cadets.ca/events/biath_cadetmarksman_e.html).

- b. C0-082 Biathlon Canada. (2007). *Biathlon Canada*. Retrieved 12 February 2007, from <http://www.biathloncanada.ca>.
  - c. C0-148 International Biathlon Union. (2007). *International Biathlon Union*. Retrieved 18 April 2007, from <http://www.biathlonworld.com>.
  - d. C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.
  - e. C0-153 Library and Archives Canada. (2000). *Myriam Bédard*. Retrieved 30 April 2007, from <http://www.collectionscanada.ca/women/002026-223-e.html>.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C211.02 – RUN ON ALTERNATING TERRAIN**

1. **Performance.** Run on Alternating Terrain.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area of alternating terrain large enough to set up a running course of 20-40 m.
3. **Standard.** In accordance with specified references, the cadet shall:
  - a. participate in a warm-up;
  - b. practice running on alternating terrain; and
  - c. participate in a cool-down.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe running techniques for alternating terrain, to include: <ol style="list-style-type: none"> <li>a. posture/body alignment;</li> <li>b. foot position; and</li> <li>c. endurance.</li> </ol>	Interactive Lecture	5 min	C0-080
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Supervise while cadets run on alternating terrain.	Practical Activity	5 min	
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

TP	Description	Method	Time	Ref
	b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles.			
TP5	Describe how to create and implement a running schedule.	Interactive Lecture	5 min	C0-146

## 5. Time

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

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 and 5 to introduce the cadets to running techniques on alternating terrain and on how to implementing a running program.
- A practical activity was chosen for TPs 2-4 as it is an interactive way to introduce the cadets to running on alternating terrain in a safe and controlled environment.

## 7. References

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- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- C0-146 Will-Weber, M. (2006). *Runner's World: Beginner's: Training: First Steps*. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>.

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8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart) appropriate for the training area; and
- b. Whistle.

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

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

11. **Remarks.** Stairs may be used in place of alternating terrain.

**EO C211.03 – FIRE THE CADET AIR RIFLE USING A SLING FOLLOWING PHYSICAL ACTIVITY**

1. **Performance.** Fire the Cadet Air Rifle Using a Sling Following Physical Activity.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) biathlon air rifle target (BART);
    - (4) safety glasses/goggles;
    - (5) Shooting Mat;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall fire the cadet air rifle using the cadet air rifle sling following physical activity.

4. **Teaching Point**

TP	Description	Method	Time	Ref
TP1	In accordance with EO C206.01 (Practice Holding Techniques), review holding techniques using the cadet air rifle sling.	Interactive Lecture	5 min	A0-027 (pp. 2-7 and 2-8)
TP2	Conduct a warm-up session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Conduct an activity where cadets will fire the cadet air rifle using a sling following physical activity.	Practical Activity	10min	
TP4	Conduct a cool-down session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

5. **Time**

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

## 6. Substantiation

- a. An interactive lecture was chosen for TP1 to review holding techniques using the cadet air rifle sling.
- b. A practical activity was chosen for TP2-4 as it is an interactive way to allow the cadets to experience firing the cadet air rifle using a sling following physical activity.

## 7. References

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- c. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
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- e. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- f. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- g. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
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- i. C0-085 Daisy Outdoor Products. (2006). *AVANTI Competition Pellet Rifle: Operation Manual: AVANTI Legend Model 853*. Rogers, AR: Daisy Outdoor Products.
- j. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#1>.

## 8. Training Aids

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Shooting mats;
- c. Cadet air rifle; and
- d. Cadet air rifle sling.

## 9. Learning Aids

- a. Cadet air rifle;

- b. Biathlon air rifle target (BART);
  - c. Safety glasses/goggles;
  - d. Target frames; and
  - e. Cadet air rifle sling.
10. **Test Details.** N/A.
11. **Remarks.** EO C206.01 must be completed prior to this lesson.



**EO C211.04 – PARTICIPATE IN A COMPETITIVE SUMMER BIATHLON ACTIVITY**

1. **Performance.** Participate in a Competitive Summer Biathlon Activity.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) safety glasses/goggles;
    - (4) .177 air rifle pellets;
    - (5) biathlon air rifle target (BART);
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001; and
    - (2) Running route of approximately 500-1000 m on alternating terrain.
3. **Standard.** In accordance with specified references, the cadet shall participate in a recreational summer biathlon activity, to include:
  - a. running a route of 500-1000 m;
  - b. shooting five to eight rounds in an effort to activate all five targets of the BART;
  - c. running a second route of 500-1000 m;
  - d. shooting five to eight rounds in an effort to activate all five targets of the BART;
  - e. running a final route of 500-1000 m; and
  - f. finishing the race.
4. **Teaching Points**
  - a. Explain the components of the competitive summer biathlon activity, to include:
    - (1) course layout;
    - (2) rules and regulations;
    - (3) scoring;
    - (4) penalties; and
    - (5) out of bounds areas.

- b. Conduct a warm-up session, composed of light cardiovascular activities, meant to:
  - (1) stretch the muscles;
  - (2) gradually increase respiratory action and heart rate;
  - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
  - (4) raise muscle temperature to facilitate reactions in muscle tissue.
- c. Conduct a competitive summer biathlon activity in accordance with paragraph 3. Details on course/ range set-up are included in A-CR-CCP-602/PF-001, Chapter 9, Annex C.
- d. Conduct a cool-down session, composed of light cardiovascular activities, meant to:
  - (1) allow the body time to slowly recover from physical activity and to help prevent injury;
  - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
  - (3) stretch the muscles.

**5. Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 15 min
- c. Practical Activity: 155 min
- d. Total: 180 min

**6. Substantiation**

- a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles and concepts of a summer biathlon.
- b. A practical activity was chosen for TP2-4 as it is an interactive way to introduce cadets to summer biathlon. This activity contributes to the development of these skills and knowledge in a fun and challenging setting.

**7. References**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-032 Cadets Canada. (2002). *Biathlon Competition Rules And IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.
- c. A0-036 Cadets Canada. (ND). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- d. C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
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- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun And Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#l1>.

## 8. Training Aids

- a. Cadet air rifle (one per firing point);
- b. Cadet air rifle sling (one per firing point);
- c. Safety glasses/goggles (one per firing point);
- d. Shooting mat (two per firing point);
- e. Target frame (one per firing point);
- f. BART (one per firing point);
- g. Biathlon scoresheets located at A-CR-CCP-602/PF-001, Chapter 9, Annex D;
- h. Course control sheets located at A-CR-CCP-602/PF-001, Chapter 9, Annex D;
- i. Range recording sheets located at A-CR-CCP-602/PF-001, Chapter 9, Annex D;
- j. Notice board; and
- k. Stopwatches.

## 9. Learning Aids

- a. Cadet air rifle;
- b. Cadet air rifle sling;
- c. Safety glasses/goggles;
- d. Shooting mats;
- e. Target frame;
- f. .177 air rifle pellets;
- g. Container to hold pellets;
- h. Target frame; and

i. BART.

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

11. **Remarks**

- a. Results should be posted for cadets to review. PO 211 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a competitive summer biathlon activity.
- b. EOs C111.01 (Participate in a Biathlon Briefing), C111.02 (Run Short Wind Sprints), C111.03 (Introduction to Summer Biathlon Marksmanship Skills Using the Cadet Air Rifle), C211.01 (Identify Civilian Biathlon Opportunities), C211.02 (Run on Alternating Terrain), and C211.03 (Fire the Cadet Air Rifle Using the Cadet Air Rifle Sling Following Physical Activity) shall be taught prior to instructing this lesson.

**SECTION 10****PO 220 – RECOGNIZE HISTORICAL ASPECTS OF THE  
CANADIAN NAVY AND CIVILIAN MARITIME COMMUNITY**

1. **Performance.** Recognize Historical Aspects of the Canadian Navy and Civilian Maritime Community.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references the cadet will recognize historical aspects of the Canadian Navy and civilian maritime community, by:
  - a. identifying ship's traditions;
  - b. identifying the historical role of the CF in international affairs;
  - c. identifying naval/maritime historical sites and their significance; and
  - d. participating in a naval commemorative event/discussion/presentation.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 220 is designed to enhance the cadet's knowledge of the Canadian Navy and maritime community through a number of activities:
    - (1) EO C220.01 (Recognize the Role of the Merchant Navy);
    - (2) EO C220.02 (Recognize Canada's Role in the Battle of the Atlantic); and
    - (3) EO C220.03 (Recognize World War II [WW II] Naval Activities).
  - b. Some complementary training offered in Phase One may be conducted as complementary training in Phase Two, specifically:
    - (1) EO C120.01 (Explore Canadian Naval Websites);
    - (2) EO C120.02 (Identify Types of Civilian Vessels); and
    - (3) EO C120.03 (Explore Canadian Naval History).
  - c. When selecting complementary material from Phase One, training staff will review the applicable performance objective, lesson specification, and A-CR-CCP-602/PF-001.
  - d. Complementary training associated with PO 220 is limited to a total of four periods, which may be conducted during sessions or on a supported day. Corps are not required to use all four periods.

**EO M220.01 – RECOGNIZE THE ROLE OF THE CANADIAN FORCES (CF) IN HISTORICAL INTERNATIONAL EVENTS**

1. **Performance.** Recognize the Role of the Canadian Forces (CF) in Historical International Events.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize the role of the CF in historical international events, to include:
  - a. The South African (Boer) War;
  - b. WW I;
  - c. WW II; and
  - d. Peace Support Operations.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce a timeline of the involvement of the CF in historical international events, from the South African War to Afghanistan, to include: <ol style="list-style-type: none"> <li>a. the name of occurrence;</li> <li>b. the date of occurrence;</li> <li>c. the location of occurrence; and</li> <li>d. the origin of the event.</li> </ol>	Interactive Lecture	10 min	C1-051
TP2	Conduct a group activity where cadets will research one of the following events: <ol style="list-style-type: none"> <li>a. The South African (Boer) War;</li> <li>b. WW I;</li> <li>c. WW II; or</li> </ol>	In-class Activity	20 min	C1-051 (pp. 103 to 215)

TP	Description	Method	Time	Ref
	d. Peace Support Operations, from the following: (1) the Korean Conflict; (2) the Middle East; (3) Africa; (4) the Balkans; and (5) Afghanistan.			
TP3	Have each group present a two-minute briefing on the event researched in TP2.	In-class Activity	20 min	

#### 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	In-class Activity:	40 min
d.	Total:	60 min

#### 6. Substantiation

- An interactive lecture was chosen for TP1 to present background material on the role of the CF in historical international events.
- An in-class activity was chosen for TP2 and TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets in the role of the CF in historical international events.

#### 7. References

- A1-026 Department of National Defence. (2007). *The Commander-in-Chief's Unit Commendation*. Retrieved 13 March 2007, from [http://www.army.forces.gc.ca/2ppcli/history/medak\\_e.htm](http://www.army.forces.gc.ca/2ppcli/history/medak_e.htm).
- C0-124 (ISBN 0-662-69061-3) Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in the Balkans*. Canada: Her Majesty the Queen in Right of Canada.
- C1-051 (ISBN 1-55365-209-0) Zuehlke, M. (2001). *Canadian Military Atlas*. Vancouver, BC: Douglas and MacIntyre Ltd.
- C1-057 (ISBN 2-920718-51-7) Bernier, Serge. (2000). *Canadian Military Heritage* (Volume III, 1872-2000). Montreal, QC: Art Global Inc.
- C1-060 Canadian Broadcasting Corporation. (2006). *Canada in Afghanistan*. Retrieved 13 March 2007, from <http://www.cbc.ca/news/background/Afghanistan/Canada.html>.
- C1-061 World Atlas. (ND). *Middle East*. Retrieved 12 March 2007, from <http://worldatlas.com/webimage/countrys/me.htm>.
- C0-083 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Ethiopia and Eritrea*. Canada: Her Majesty the Queen in Right of Canada.
- C0-088 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Cyprus*. Canada: Her Majesty the Queen in Right of Canada.

- i. C0-087 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in the Golan Heights of Syria*. Canada: Her Majesty the Queen in Right of Canada.
  - j. C0-086 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Rwanda*. Canada: Her Majesty the Queen in Right of Canada.
  - k. C0-116 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Egypt*. Canada: Her Majesty the Queen in Right of Canada.
  - l. C0-125 (ISBN 0-662-69622-0) Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Afghanistan*. Canada: Her Majesty the Queen in Right of Canada.
  - m. C0-137 (ISBN 0-662-69062-1) Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces and the Persian Gulf War*. Canada: Her Majesty the Queen in Right of Canada.
  - n. C0-139 (ISBN 0-662-69059-1) Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Somalia*. Canada: Her Majesty the Queen in Right of Canada.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Handouts located at A-CR-CCP-602/PF-001, Chapter 10, Annex A or B;
  - b. Handout on events located at A-CR-CCP-602/PF-001, Chapter 10, Annex C; and
  - c. Pens/pencils.
10. **Test Details.** N/A.
11. **Remarks.** N/A.



**EO M220.02 – RECOGNIZE NAVAL/MARITIME HISTORICAL SITES AND THEIR SIGNIFICANCE**

1. **Performance.** Recognize Naval/Maritime Historical Sites and their Significance.
2. **Conditions**
  - a. Given:
    - (1) Handouts located at A-CR-CCP-602/PF-001, Chapter 10, Annex D;
    - (2) Supervision; and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize a naval/maritime historical site and its significance, from the following:
  - a. Atlantic Region, to include:
    - (1) Sailors' Memorial (Halifax, NS);
    - (2) HMCS Sackville (Halifax, NS);
    - (3) Halifax Explosion Memorial (Halifax, NS);
    - (4) Allied Merchant Navy Memorial (St. John's), NL;
  - b. Eastern Region, to include:
    - (1) Nelson Column (Quebec City, QC);
    - (2) Vauquelin Monument (Quebec City, QC);
    - (3) Plains of Abraham (Quebec City, QC); or
    - (4) Montreal War Memorial (Montreal, QC);
  - c. Central Region, to include:
    - (1) HMCS Haida (Hamilton, ON);
    - (2) National War Memorial (Ottawa, ON);
    - (3) Reconciliation: The Peacekeeping Monument (Ottawa, ON);
  - d. Prairie Region, to include:
    - (1) Women's Tri Service Memorial (Winnipeg, MB);
    - (2) Peacekeepers Cairn (Winnipeg, MB); or
    - (3) Valour Road (Winnipeg, MB);

- e. Pacific Region, to include:
  - (1) The Cenotaph (Vancouver, BC);
  - (2) Sailor's Memorial (North Vancouver, BC); or
  - (3) Royal Canadian Mounted Police Vessel St. Roch (Vancouver, BC); and
- f. International, to include:
  - (1) Juno Beach Centre (Normandy, France);
  - (2) Canadian National Vimy Memorial (Vimy Ridge, France); or
  - (3) Beaumont-Hamel Newfoundland Memorial (Beaumont-Hamel, France).

4. **Teaching Points.** Conduct an in-class activity where cadets will create a poster depicting a regional, national or international site.

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. In-class Activity: 25 min
- c. Total: 30 min

6. **Substantiation.** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets in naval/maritime historical sites.

7. **References**

- a. A1-001 Veterans Affairs Canada. (1998). *The Memorial*. Retrieved 26 February 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/memcan/national/Mem>.
- b. A1-001 Veterans Affairs Canada. (ND). *Remembering the Fallen: The Canadian National Vimy Memorial*. Retrieved 26 February 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/firstwar/vimy/vimy7>.
- c. A1-001 Veterans Affairs Canada. *The Canadian National Vimy Memorial is a Canadian National Historic Site Since 1997*. Retrieved 24 April 2007, from <http://www.vac-acc.gc.ca/remembers/sub.cfm?source=memorials/ww1mem/vimy/vimyterm>.
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- e. A1-029 Department of National Defence. (2004). *Directorate of History and Heritage*. Retrieved 28 February 2007, from [http://www.forces.gc.ca/hr/dhh/memorial/engraph/home\\_e.asp?Cat=2](http://www.forces.gc.ca/hr/dhh/memorial/engraph/home_e.asp?Cat=2)
- f. A1-029 Department of National Defence. (2004). *Directorate of History and Heritage: National Inventory of Canadian Military Memorials*. Retrieved 28 February 2007, from [http://www.forces.gc.ca/hr/dhh/memorial/engraph/display\\_e.asp?PID=3889&Cat=2](http://www.forces.gc.ca/hr/dhh/memorial/engraph/display_e.asp?PID=3889&Cat=2).
- g. A1-029 Department of National Defence. (2004). *Directorate of History and Heritage*. Retrieved 28 February 2007, from [http://www.forces.gc.ca/hr/dhh/memorial/engraph/display\\_e.asp?PID=3861&Cat=2](http://www.forces.gc.ca/hr/dhh/memorial/engraph/display_e.asp?PID=3861&Cat=2).

- h. C1-041 Juno Beach Centre. (ND). *Juno Beach Centre - Canada's Second World War Museum in France*. Retrieved 27 February 2007, from <http://junobeach.org?Centre/index.html>.
- i. C1-041 Juno Beach Centre. (ND). *Centre Juno Beach*. Retrieved 27 February 2007, from [http://junobeach.org/Centre/pdf/JBC\\_School\\_Group\\_Package\\_2007.pdf](http://junobeach.org/Centre/pdf/JBC_School_Group_Package_2007.pdf).
- j. C1-041 Juno Beach Centre. (2006). *Royal Canadian Air Force Women's Division*. Retrieved 30 April 2007, from <http://history.aviation.ca/content/view/426/75/>.
- k. C1-055 CFB Esquimalt Naval and Military Museum. (2006). *Canadian Women's Army Corps (CWAC)*. Retrieved 30 April 2007, from [http://www.navalandmilitarymuseum.org/info\\_pages/about\\_index.html#CWAC](http://www.navalandmilitarymuseum.org/info_pages/about_index.html#CWAC).
- l. C1-058 The Naval Museum of Manitoba. (ND). *WRENS - A Proud Heritage*. Retrieved 30 April 2007, from <http://www.naval-museum.mb.ca/history/exhib10.htm>.
- m. C1-063 Hume, C. (2007, April 1). *Vimy's Monumental Artist*. *The Toronto Star*, pp. A8-A9.
- n. C1-082 Friends of H.M.C.S. HAIDA. (2006). *Welcome to HMCS Haida National Historic Site and Historic Naval Ship*. Retrieved 23 April 2007, from <http://hmcshaida.ca/>.
- o. C1-082 Friends of H.M.C.S. HAIDA. (2006). *Welcome to HMCS HAIDA National Historic Site and Historic Naval Ship-HAIDA'S History*. Retrieved 23 April 2007, from <http://hmcshaida.ca/history.html>.
- p. C1-082 Friends of H.M.C.S. HAIDA. (2006). *Welcome to HMCS HAIDA National Historic Site and Historic Naval Ship-HAIDA'S History-WW II actions*. Retrieved 23 April 2007, from <http://hmcshaida.ca/action.html>.
- q. C1-083 Shapleigh, P & Moss, R. (ND). *"We Will Remember" War Monuments in Canada: National War Memorial*. Retrieved 28 February 2007, from <http://www.stemnet.nf.ca/monuments/on/nationalwar.htm>.
- r. C1-083 Shapleigh, P & Moss, R. (ND). *"We Will Remember" War Monuments in Canada: Women's Tri Service Memorial*. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/mb/winnipegwtsm.htm>.
- s. C1-083 Shapleigh, P & Moss, R. (ND). *"We Will Remember" War Monuments in Canada: Victory Square Cenotaph*. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/victory.htm>.
- t. C1-083 Shapleigh, P & Moss, R. (ND). *"We Will Remember" War Monuments in Canada: The Sailors' Memorial*. Retrieved 26 February 2007, from <http://www.stemnet.nf.ca/monuments/bc/northvan3.htm>.
- u. C1-084 National Capital Commission. (2007). *Reconciliation: The Peacekeeping Monument*. Retrieved 4 April 2007, from [http://www.canadacapital.gc.ca/bins/ncc\\_web\\_content\\_page.asp?cid=16297-24563-24548-24552&lang=1&bhcp=1](http://www.canadacapital.gc.ca/bins/ncc_web_content_page.asp?cid=16297-24563-24548-24552&lang=1&bhcp=1).
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- y. C1-088 Canadian Association of Veterans in United Nations Peacekeeping. (2006). *Peacekeepers Cairn*. Retrieved 25 April 2007, from <http://www.cavunp-winnipeg.com/cairn.html>.
  - z. C1-089 Santin, A. (2005). *One Street, Three Great Men*. Retrieved 28 February 2007, from <http://forums.army.ca/forums/index.php?topic=30220.0;all>.
  - aa. C1-090 Historica Minutes. (ND). *Valour Road*. Retrieved 28 February 2007, from <http://www.historica.ca/minutes/minute.do?id=10192>.
  - ab. C1-091 Unknown. (ND). *Nelson Column*. Retrieved 30 April 2007, from <http://www.aboutnelson.co.uk/0347Canada.htm>.
  - ac. C1-092 City of Vancouver Archives. (ND). *The Two Fronts of War*. Retrieved 25 April 2007, from [http://city.vancouver.bc.ca/ctyclerk/archives/exhibits/Two\\_Fronts.htm](http://city.vancouver.bc.ca/ctyclerk/archives/exhibits/Two_Fronts.htm).
  - ad. C1-093 Societe de Development de Montreal. (2001). *The Vauquelin and Nelson Monuments*. Retrieved 30 April 2007, from <http://www.vieux.montreal.qc.ca/tour/etape2/eng/2text2a.htm>.
  - ae. C1-094 Vancouver Maritime Museum. (ND). *Historic Naval Ships Visitors Guide - RCMPV St. Roch*. Retrieved 28 February 2007, from <http://hnsa.org/ships/stroch.htm>.
  - af. C1-095 The Quebec History Encyclopedia. (2005). *Jean Vauquelin*. Retrieved 30 April 2007, from <http://www2.marianopolis.edu/quebechistory/encyclopedia/JeanVauquelin-QuebecHistory.htm>.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Handouts located at A-CR-CCP-602/PF-001, Chapter 10, Annex D;
  - b. Bristol board;
  - c. Coloured markers; and
  - d. Tape/glue.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO M220.03 – RECOGNIZE NAVAL SHIP’S TRADITIONS**

1. **Performance.** Recognize Naval Ship’s Traditions.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize naval ship’s traditions, to include:
  - a. ship’s commissioning;
  - b. naval toasts; and
  - c. naval customs.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how a naval vessel is brought into service with the Royal Canadian Navy (RCN), to include: <ol style="list-style-type: none"> <li>a. keel laying;</li> <li>b. naming and launching; and</li> <li>c. commissioning.</li> </ol>	Interactive Lecture	10 min	A1-028 C1-053 (pp. 168 to 178)
TP2	Describe naval toasts, to include: <ol style="list-style-type: none"> <li>a. the purpose of toasts;</li> <li>b. making a toast;</li> <li>c. the loyal toast; and</li> <li>d. the toasts of the day.</li> </ol>	Interactive Lecture	5 min	C1-053 (pp. 38 to 48)
TP3	Describe naval customs, to include: <ol style="list-style-type: none"> <li>a. make and mend;</li> <li>b. crossing the line;</li> <li>c. rounds;</li> <li>d. sunset ceremony; and</li> <li>e. mascots.</li> </ol>	Interactive Lecture	10 min	A1-021 A1-029 C1-053 (pp. 87 to 130)
TP4	Conduct an activity to explore bringing a naval vessel into service, proposing toasts and observing naval customs.	In-class Activity	25 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1-3 to present background information while allowing the cadets to become involved in ship's traditions by asking and responding to questions.
- b. An in-class activity was chosen for TP4 as it is an interactive way to provoke thought and stimulate interest among cadets in naval ship's traditions.

7. **References**

- a. A1-027 The Department of National Defence. (2006). *HMCS Toronto-Ship Departments*. Retrieved 29 March 2007, from [http://navy.dnd.ca/Toronto/home/index\\_e.asp](http://navy.dnd.ca/Toronto/home/index_e.asp).
- b. A1-028 The Department of National Defence. (2006). *Hmcs Montreal-About the Ship*. Retrieved 29 March 2007, from [http://navy.dnd.ca/Montreal/home/index\\_e.asp](http://navy.dnd.ca/Montreal/home/index_e.asp).
- c. A1-029 The Department of National Defence. (2007). *Cadets Canada-3 Terra Nova*. Retrieved 29 March 2007, from [http://cadets.net/3sea/percy\\_e.htm](http://cadets.net/3sea/percy_e.htm).
- d. C1-053 (ISBN 0-88879-027-9) Russell, E.C. (1980). *Customs and Traditions of the Canadian Armed Forces*. Ottawa, ON: Deneau and Greenberg.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Handouts located at A-CR-CCP-602/PF-001, Chapter 10, Annex E.

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

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

**EO M220.04 – PARTICIPATE IN A DISCUSSION/PRESENTATION ON A NAVAL COMMEMORATIVE EVENT**

1. **Performance.** Participate in a Discussion/Presentation on a Naval Commemorative Event.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion/presentation on a naval commemorative event.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the importance of a naval commemoration.	Interactive Lecture	5 min	C1-056 (pp. 3 to 26) C1-074 (pp. 3 to 26)
TP2	Discuss national, provincial and local naval commemorations.	Group Discussion	10 min	C1-056 (pp. 3 to 26) C1-064 C1-065 (pp. 1 to 13) C1-067 (p. 1)
TP3	Discuss implications for future naval commemorations.	Group Discussion	10 min	C1-066 (pp. 1 to 20)

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 as it allows the instructor to explain the importance of naval commemorations and to generate interest among cadets.

- b. A group discussion was chosen for TP2 and TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about a naval commemorative event.

7. **References**

- a. A1-030 Directorate of History and Heritage 3. (ND). *11<sup>th</sup> November-Remembrance Day Aide Memoire*. Retrieved 19 March 2007, from [http://www.forces.ca/dnn/Portals/0/NMR/Remembrance\\_ceremonies-History&Etiquette.pdf](http://www.forces.ca/dnn/Portals/0/NMR/Remembrance_ceremonies-History&Etiquette.pdf).
- b. C1-056 (ISBN 0-662-68646-2) Veterans Affairs Canada. (2005). *A Day of Remembrance*. Canada: Her Majesty the Queen in Right of Canada.
- c. C1-065 Savage, K. (ND). *History, Memory and Monuments: An Overview of Scholarly Literature on Commemoration*. Retrieved 28 February 2007, from <http://www.cr.nps.gov/history/resedu/savage.htm>.
- d. C1-066 British Broadcasting Corporation. (ND). *Do We Need a Holocaust Memorial Day?* Retrieved 28 February 2007, from [http://news.bbc.co.uk/1/hi/talking\\_point/1774160.stm](http://news.bbc.co.uk/1/hi/talking_point/1774160.stm).
- e. C1-067 Imperial War Museum. (2007). *The Battle of Britain: Important Days in the Battle: 15 September*. Retrieved 30 March 2007, from <http://www.iwm.org.uk/upload/package/27/battleofbritain/intro>.
- f. C1-074 (ISBN 0-662-69037-0) Veterans Affairs Canada. (2005). *The Battle of the Atlantic*. Canada: Her Majesty the Queen in Right of Canada.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/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 in conjunction with EO C220.01 (Participation in a Ceremonial Parade) where applicable.
- b. A guest speaker may be brought in to conduct this lesson.



**EO C220.01 – RECOGNIZE THE ROLE OF THE MERCHANT NAVY**

1. **Performance.** Recognize the Role of the Merchant Navy.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize the role of the Merchant Navy in WW II.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the Merchant Navy and how it contributed to victory in WW II, to include: <ol style="list-style-type: none"> <li>a. the merchant fleet;</li> <li>b. the merchant crews; and</li> <li>c. the federal government recognition.</li> </ol>	Interactive Lecture	10 min	C1-050 (pp. 1 to 12) C1-054 (pp. 9 to 16 and pp. 30 to 36) C1-059 (p. 3) C1-062 (p. 1)
TP2	Describe the organization of a convoy.	Interactive Lecture	5 min	C1-054 (pp. 18 to 28)
TP3	Conduct an activity organizing a convoy.	In-class Activity	10 min	A1-001

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 TP1 and TP2 to orient the cadets to the Merchant Navy and to generate interest.
  - b. An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and to stimulate an interest among the cadets about the convoy system.

7. **References**

- a. C0-119 Juno Beach Centre. (2007). *Convoys*. Retrieved 23 February 2007, from <http://www.junobeach.org/e/4/can-tac-con-e.htm>.
- b. C1-050 Government of Canada. (ND). *Bill C-61: Amendments to the Veterans Benefits Legislation*. Retrieved 14 March 2007, from <http://dsp-psd.communication.gc.ca/Collection-R/LoPBdP/LS/c61-e.htm>.
- c. C1-054 (ISBN 0-69010-9) Veterans Affairs Canada. (2005). *Valour at Sea*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- d. C1-059 The War Amps. (ND). *Merchant Seamanship Backgrounder-Essential Facts*. Retrieved 14 March 2007, from <http://waramps.ca/news/merchant/back.html>.
- e. C1-062 Veterans Affairs Canada. (ND). *Merchant Navy Veteran Special Benefit*. Retrieved 14 March 2007, from <http://vac-acc.gc.ca/general/sub.cfm?source=feature/mnvback>.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids**

- a. Handout located at A-CR-CCP-602/PF-001, Chapter 10, Annex I;
- b. Tape/glue; and
- c. Scissors.

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

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

**EO C220.02 – RECOGNIZE CANADA’S ROLE IN THE BATTLE OF THE ATLANTIC**

1. **Performance.** Recognize Canada’s Role in the Battle of the Atlantic.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize Canada’s role in the Battle of the Atlantic, to include:
  - a. the date of occurrence;
  - b. the successes and failures;
  - c. the Royal Canadian Navy (RCN) involvement; and
  - d. the significance.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the timeline of the Battle of the Atlantic.	Interactive Lecture	5 min	C1-070 (p. 1)
TP2	Explain the RCN involvement in the Battle of the Atlantic, to include: <ol style="list-style-type: none"> <li>a. the growth of the fleet; and</li> <li>b. the fleet’s responsibilities; and</li> <li>c. successes and failures.</li> </ol>	Interactive Lecture	15 min	C0-141 (pp. 1 and 2) C1-071 (p. 1) C1-072 (p. 1) C1-074 (pp. 3 to 26)
TP3	Explain the significance of the Battle of the Atlantic, to include: <ol style="list-style-type: none"> <li>a. supplying personnel and material for the war effort; and</li> <li>b. supplying goods for Canadian citizens for the war effort.</li> </ol>	Interactive Lecture	5 min	A1-029 (pp. 1 to 3)

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Interactive Lecture: 25 min
- c. Total: 30 min

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to Canada's role in the Battle of the Atlantic and to generate interest.

7. **References**

- a. A1-025 The Department of National Defence. (2007). *Cadets Canada-3 Terra Nova*. Retrieved 29 March 2007, from [http://cadets.net/3sea/percy\\_e.htm](http://cadets.net/3sea/percy_e.htm).
  - b. C0-141 Juno Beach Centre. (2007). *Victory in the Atlantic*. Retrieved 30 March 2007, from <http://www.junobeach.org/e/2/can-eve-rod-atl-ep.htm>.
  - c. C1-070 Navy News. (2007). *The Battle of the Atlantic - Timeline*. Retrieved 30 March 2007, from <http://navynews.co.uk/boa/time1939.asp>.
  - d. C1-071 Imperial War Museum. (2007). *The Battle of the Atlantic: Royal Canadian Navy*. Retrieved 30 March 2007, from <http://iwm.org.uk/package/8/atlantic/Canadian.htm>.
  - e. C1-072 Imperial War Museum. (2007). *The Battle of the Atlantic: Overview*. Retrieved 30 March 2007, from <http://iwm.org.uk/package/8/atlantic/overview.htm>.
  - f. C1-073 Imperial War Museum. (2007). *The Battle of the Atlantic: Campaign*. Retrieved 30 March 2007, from <http://iwm.org.uk/package/8/atlantic/campaign.htm>.
  - g. C1-074 (ISBN 0-662-69037-0) Veterans Affairs Canada. (2005). *The Battle of the Atlantic*. Canada: Her Majesty the Queen in Right of Canada.
  - h. C1-078 Naval Museum of Manitoba. (2005). *HMCS Athabaskan*. Retrieved 16 April 2007, from <http://naval-museum.mb.ca/ships/destroyer/athabas.jpg>.
  - i. C1-079 Naval Museum of Manitoba. (2005). *HMCS Fort Francis*. Retrieved 16 April 2007, from <http://naval-museum.mb.ca/ships/fortfran.htm>.
  - j. C1-080 Steel Navy. (2007). *HMCS Sackville*. Retrieved 4 April 2007, from <http://steelnavy.com/Sackville.htm>.
  - k. C1-081 Naval Museum of Manitoba. (2005). *HMCS Fort Francis*. Retrieved 16 April 2007, from <http://naval-museum.mb.ca/new-quiz/index.htm>.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C220.03 – RECOGNIZE WORLD WAR II (WW II) NAVAL ACTIVITIES**

1. **Performance.** Recognize World War II (WW II) Naval Activities.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall recognize WW II naval activities, to include:
  - a. the Battle of the Gulf of St. Lawrence; and
  - b. the Invasion of Normandy.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the Battle of the Gulf of St. Lawrence, to include: <ol style="list-style-type: none"> <li>a. the dates;</li> <li>b. the location;</li> <li>c. Canada's role; and</li> <li>d. the significance.</li> </ol>	Interactive Lecture	5 min	C1-052 (pp. 15 to 235) C1-075 (pp. 3 to 32) C1-076 (pp. 1 and 2)
TP2	Explain the Invasion of Normandy, to include: <ol style="list-style-type: none"> <li>a. the dates;</li> <li>b. the location;</li> <li>c. Canada's role; and</li> <li>d. the significance.</li> </ol>	Interactive Lecture	5 min	C1-051 (pp. 163 to 166) C1-057 (pp. 171–4)
TP3	Conduct an activity where cadets will complete a crossword puzzle.	In-class Activity	15 min	C1-077 (pp. 20 to 58)

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to WW II naval activities and their significance.
- b. An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest among the cadets in WW II naval activities.

7. **References**

- a. C1-051 (ISBN 1-55365-209-0) Zuehlke, M. (2001). *Canadian Military Atlas*. Vancouver, BC: Douglas and MacIntyre Ltd.
- b. C1-052 (ISBN 978-0-00-639450-1) Greenfield, N.M. (2004). *Battle of the St. Lawrence*. Toronto, ON: HarperCollins Publishers Ltd.
- c. C1-057 (ISBN 2-920718-51-7) Bernier, S. (2000). *Canadian Military Heritage* (Vol. 3). Montreal, PQ: Art Global Inc.
- d. C1-075 Veterans Affairs Canada. (2005). *The Battle of the Gulf of St. Lawrence*. Canada: Her Majesty the Queen in Right of Canada.
- e. C1-076 Virtual Museum of Canada. (2207). *War Comes to Bell Island*. Retrieved 3 April 2007, from [http://www.virtualmuseum.ca/pm.php?id=story\\_line=English&fl=0&=00000252&sl=5100&pos=1](http://www.virtualmuseum.ca/pm.php?id=story_line=English&fl=0&=00000252&sl=5100&pos=1).
- f. C1-077 Veterans Affairs Canada. (1999). *Normandy 1944-1999*. Canada: Her Majesty the Queen in Right of Canada.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Handout of crossword puzzle located at A-CR-CCP-602/PF-001, Chapter 10, Annex J; and
- c. Pens/pencils.

9. **Learning Aids.** Handout of crossword puzzle located at A-CR-CCP-602/PF-001, Chapter 10, Annex J.

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

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

**SECTION 11**  
**PO 221 – RIG TACKLES**

1. **Performance.** Rig Tackles.
2. **Conditions**
  - a. Given:
    - (1) whipping twine;
    - (2) three-strand line;
    - (3) cutting tool;
    - (4) marlin spike/fid;
    - (5) hooks;
    - (6) single blocks;
    - (7) double blocks;
    - (8) spar;
    - (9) box;
    - (10) a load of 22 kilograms (50 pounds [lbs]) or less;
    - (11) supervision; and
    - (12) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet will rig tackles, to include:
  - a. use a strop for slinging;
  - b. mousing a hook;
  - c. reeving blocks; and
  - d. rigging the following tackles:
    - (1) a single whip;
    - (2) a double whip;
    - (3) a luff; and
    - (4) a two-fold purchase.
4. **Remarks**
  - a. Assessment for PO 221 will take place in Phase Three M321.02 (Rig Sheers).
  - b. Three-strand rope is required to complete the strop portion of PO 221.

**5. Complementary Material**

- a. Complementary material associated with PO 221 is designed to enhance a cadet's ropework skills through a number of activities:
  - (1) EO C221.01 (Make a Back Splice);
  - (2) EO C221.02 (Make an Eye Splice); and
  - (3) EO C221.03 (Make a Long Splice).
- b. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically:
  - (1) EO C121.01 (Whip the End of a Line Using a West Country Whipping);
  - (2) EO C121.02 (Whip the End of a Line Using a Sailmaker's Whipping);
  - (3) EO C121.03 (Complete a Rolling Hitch); and
  - (4) EO C121.04 (Complete a Marling Hitch).
- c. When selecting complementary material from Phase One, training staff shall review the applicable performance objective, lesson specification, and A-CR-CCP-602/PF-001.
- d. Complementary training associated with PO 221 is limited to a total of six periods, which may be conducted during sessions or on a supported day. Corps are not required to use all six periods.



**EO M221.01 – USE A STROP FOR SLINGING**

1. **Performance.** Use a Strop for Slinging.
2. **Conditions**
  - a. Given:
    - (1) three-strand line;
    - (2) marlin spike/fid;
    - (3) spar;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall sling a strop, to include making a short splice in one length of line.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe a strop, to include: <ol style="list-style-type: none"> <li>a. what it is; and</li> <li>b. its purpose.</li> </ol>	Interactive Lecture	5 min	C1-003 (pp. 192 and 193)
TP2	Demonstrate and have the cadets make a strop, by making a short splice in one length of line.	Demonstration and Performance	60 min	A1-004 (pp. 5-57 and 5-58 and pp. 5-10 to 5-11)
TP3	Demonstrate and have the cadets use a strop for slinging a: <ol style="list-style-type: none"> <li>a. spar; and</li> <li>b. box.</li> </ol>	Demonstration and Performance	20 min	C1-003 (pp. 193 to 195)

5. **Time**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 5 min  |
| b. Interactive Lecture:           | 5 min  |
| c. Demonstration and Performance: | 80 min |
| d. Total:                         | 90 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 as it allows the instructor to generate interest in slinging a strop.

- b. Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate how to use a strop for slinging while providing an opportunity for the cadets to practice these skills under supervision.

**7. References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

**8. Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Three-strand line;
- c. Marlin spike/fid;
- d. Spar;
- e. Box;
- f. Strop made with a short splice;
- g. Whipping twine; and
- h. Cutting tool.

**9. Learning Aids**

- a. Handouts located at A-CR-CCP-602/PF-001, Chapter 11, Annex A, and either Annex B or C;
- b. Two metres of three-strand line;
- c. Marlin spike/fid;
- d. Spar;
- e. Box;
- f. Strop made with a short splice; and
- g. Whipping twine.

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

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

**EO M221.02 – MOUSE A HOOK**

1. **Performance.** Mouse a Hook.
2. **Conditions**
  - a. Given:
    - (1) whipping twine;
    - (2) cutting tool;
    - (3) hook;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall mouse a hook, to prevent a line/load from slipping off an open hook.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe mousing a hook, to include: <ol style="list-style-type: none"> <li>a. what it is; and</li> <li>b. its purpose.</li> </ol>	Interactive Lecture	5 min	A1-004 (pp. 5-45 and 5-46) C1-003 (p. 171 and 154)
TP2	Demonstrate and have the cadets mouse a hook.	Demonstration and Performance	50 min	A1-004 (pp. 5-45 and 5-46)

5. **Time**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 5 min  |
| b. Interactive Lecture:           | 5 min  |
| c. Demonstration and Performance: | 50 min |
| d. Total:                         | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 as it allows the instructor to orient the cadets to mousing a hook.
- b. Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate mousing a hook 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. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Hook;
- c. Whipping twine; and
- d. Cutting tool.

9. **Learning Aids**

- a. Hook;
- b. Whipping twine; and
- c. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex D.

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

11. **Remarks.** Coat hangers may be used in place of hooks. Bend one end of the coat hanger to serve as the bill of the hook.

**EO M221.03 – REEVE BLOCKS**

1. **Performance.** Reeve Blocks.
2. **Conditions**
  - a. Given:
    - (1) line;
    - (2) single block;
    - (3) double block;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall reeve blocks, to include:
  - a. identifying the parts of a block; and
  - b. identifying the types of blocks.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the parts of a block, to include: <ol style="list-style-type: none"> <li>a. crown;</li> <li>b. cheek;</li> <li>c. pin;</li> <li>d. becket;</li> <li>e. tail;</li> <li>f. sheeve;</li> <li>g. swallow;</li> <li>h. head fitting (eye); and</li> <li>i. talley plate.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 5-94) C1-003 (p. 210)
TP2	Describe the blocks for reeving, to include: <ol style="list-style-type: none"> <li>a. single blocks; and</li> <li>b. double blocks.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 5-94 and 5-95) C1-003 (p. 218)
TP3	Demonstrate and have the cadets practice reeving a line through a block.	Demonstration and Performance	10 min	A1-004 (p. 5-94) C1-003 (p. 216)

TP	Description	Method	Time	Ref
TP4	Conduct an activity for reeving blocks.	In-class Activity	5 min	

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 5 min  |
| b. | Interactive Lecture:           | 10 min |
| c. | Demonstration and Performance: | 10 min |
| d. | In-class Activity:             | 5 min  |
| e. | Total:                         | 30 min |

6. **Substantiation**

- An interactive lecture was chosen for TP1 and TP2 as it allows the instructor to introduce blocks and to generate interest.
- Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate reeving a rope through a block while providing an opportunity for the cadets to practice this skill under supervision.
- An in-class activity was chosen for TP4 as it is an interactive way to reinforce reeving a block and to confirm the cadets' comprehension of the material.

7. **References**

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

8. **Training Aids**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
- Two metres of line;
- Single block;
- Double block; and
- Cutting tool.

9. **Learning Aids**

- Two metres of line;
- Single block;
- Double block;
- Block labels located at A-CR-CCP-602/PF-001, Chapter 11, Annex E;
- Tape; and

f. Bag.

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

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

**EO M221.04 – IDENTIFY COMPONENTS OF TACKLES**

1. **Performance.** Identify Components of Tackles.

2. **Conditions**

a. Given:

- (1) a single whip tackle;
- (2) a double whip tackle;
- (3) a luff;
- (4) a two-fold purchase;
- (5) labels;
- (6) a load of 22 kg (50 pounds [lbs]) or less;
- (7) supervision; and
- (8) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with specified references, the cadet shall:

- a. identify parts of a tackle;
- b. determine mechanical advantage; and
- c. determine if a tackle is rigged to advantage/disadvantage.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe tackles, to include: a. types, to include: (1) single whip; (2) double whip; (3) luff; and (4) two-fold purchase; and b. their purpose.	Interactive Lecture	10 min	C1-047 (pp. 3-153 to 3-155)
TP2	Describe the parts of a tackle, to include: a. standing block; b. standing part; c. hauling part; d. moving block;	In-class Activity	10 min	C1-047 (p. 3-151)



TP	Description	Method	Time	Ref
	e. running part; and f. load. Conduct an activity where cadets will label the parts of a tackle			
TP3	Describe mechanical advantage, to include: a. what it is; b. how to determine it; and c. how to identify if a tackle is rigged to advantage/disadvantage.	Interactive Lecture	20 min	C1-047 (pp. 3-150 and 3-151)
TP4	Describe velocity ratio, to include: a. what it is; b. how to determine it; and	Interactive Lecture	10 min	C1-047 (p. 3-151)

#### 5. Time

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture:     | 40 min |
| c. In-class Activity:       | 10 min |
| d. Total:                   | 60 min |

#### 6. Substantiation

- An interactive lecture was chosen for TP1, TP3 and TP4 as it allows the instructor to introduce components of tackles and generate interest in ropework.
- An in-class activity was chosen for TP2 as it is an interactive way to provoke thought, stimulate interest, and to confirm the cadets' comprehension of the parts of the tackle.

#### 7. References

- C1-003 (ISBN 0-11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery.
- C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

#### 8. Training Aids

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- A single whip tackle, to include:
  - a single block;
  - two metres of line; and
  - a load of 22 kg (50 lbs) or less;

- c. A double whip tackle, to include:
  - (1) two single blocks;
  - (2) six metres of line; and
  - (3) a load of 22 kg (50 lbs) or less;
- d. A luff, to include:
  - (1) a single block;
  - (2) a double block;
  - (3) eight metres of line; and
  - (4) a load of 22 kg (50 lbs) or less;
- e. A two fold-purchase, to include:
  - (1) two double blocks;
  - (2) 10 metres of line; and
  - (3) a load of 22 kg (50 lbs) or less;
- f. Labels marked as running part, standing part, hauling part, standing block, moving block and load located at A-CR-CCP-602/PF-001, Chapter 11, Annex F; and
- g. Answer key located at A-CR-CCP-602/PF-001, Chapter 11, Annex H.

9. **Learning Aids**

- a. A single whip tackle;
- b. A double whip tackle;
- c. A luff;
- d. A two-fold purchase;
- e. Tape;
- f. Labels marked as running part, standing part, hauling part, standing block, moving block, and load located at A-CR-CCP-602/PF-001, Chapter 11, Annex F; and
- g. Tackles review handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex G.

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

11. **Remarks**

- a. The instructor is required to rig the single whip, double whip, luff, and two-fold purchase prior to the start of the lesson.
- b. This EO is to be conducted prior to EO M221.05 (Rig Tackles). These EOs should be taught consecutively.

**EO M221.05 – RIG TACKLES**

1. **Performance.** Rig Tackles.
2. **Conditions**
  - a. Given:
    - (1) twenty-six metres of line;
    - (2) single blocks;
    - (3) double blocks;
    - (4) a load of 22 kg (50 pounds [lbs]) or less;
    - (5) a strop;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall rig tackles, to include:
  - a. a single whip;
  - b. a double whip;
  - c. a luff; and
  - d. a two-fold purchase.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of, demonstrate, and have the cadets rig a single whip.  Note: The single whip provides a mechanical advantage equal to one and is mainly used to alter the direction of pull on the hauling part of a tackle.	Demonstration and Performance	5 min	C1-047 (p. 3-153)
TP2	Explain the use of, demonstrate, and have the cadets rig a double whip, to include: <ol style="list-style-type: none"> <li>a. determining mechanical advantage;</li> <li>b. rigging to advantage; and</li> <li>c. rigging to disadvantage.</li> </ol>	Demonstration and Performance	15 min	C1-047 (pp. 3-150 to 3-153)
TP3	Explain the use of, demonstrate, and have the cadets rig a luff, to include: <ol style="list-style-type: none"> <li>a. determining mechanical advantage;</li> </ol>	Demonstration and Performance	20 min	C1-047 (pp. 3-150 to 3-155)

TP	Description	Method	Time	Ref
	b. rigging to advantage; and c. rigging to disadvantage.			
TP4	Explain the use of, demonstrate, and have the cadets rig a two-fold purchase, to include: a. determining mechanical advantage; b. rigging to advantage; and c. rigging to disadvantage.	Demonstration and Performance	20 min	C1-047 (pp. 3-150 to 3-155)
TP5	Conduct an activity for rigging tackles	In-class Activity	20 min	

#### 5. Time

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 10 min |
| b. Demonstration and Performance: | 80 min |
| c. In-class Activity:             | 20 min |
| d. Total:                         | 90 min |

#### 6. Substantiation

- Demonstration and performance was chosen for TP1 to TP4 as it allows the instructor to explain and demonstrate how to rig various tackles while providing an opportunity for the cadets to practice these skills under supervision.
- An in-class activity was chosen for TP5 as it is an interactive way to reinforce rigging tackles and to confirm the cadets' comprehension of the material.

#### 7. References. C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

#### 8. Training Aids

- Twenty-six metres of line;
- Single blocks;
- Double blocks;
- A strop;
- A load of 22 kg (50 lbs) or less;
- A cutting tool;
- Whistle; and
- Stopwatch.

#### 9. Learning Aids

- Twenty-six metres of line;
- Single blocks;

- c. Double blocks;
  - d. A strop;
  - e. A load of 22 kg (50 lbs) or less;
  - f. Bag; and
  - g. Station cards located at A-CR-CCP-602/PF-001, Chapter 11, Annex I.
10. **Test Details.** Cadets will rig tackles to lift a load of 22 kg (50 lbs) or less.
11. **Remarks.** If spring clip hooks are not available, the hook shall be moused prior to hoisting the load.

**EO C221.01 – MAKE A BACK SPLICE**

1. **Performance.** Make a Back Splice.

2. **Conditions**

a. Given:

- (1) three-strand line;
- (2) marlin spike/fid;
- (3) whipping twine;
- (4) supervision; and
- (5) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with specified references, the cadet shall make a back splice.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of, demonstrate, and have the cadets tie a crown knot.	Demonstration and Performance	25 min	A1-004 (pp. 5-38 and 5-39)
TP2	Explain the use of, demonstrate, and have the cadets make a back splice.	Demonstration and Performance	30 min	A1-004 (p. 5-55)

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Demonstration and Performance: 55 min
- c. Total: 60 min

6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate how to make a crown knot and a back splice while providing an opportunity for the cadets to practice these skills under supervision.

7. **References.** A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Three-strand line;
- c. Marlin Spike/fid;

- d. Whipping twine;
- e. A back splice; and
- f. A cutting tool.

9. **Learning Aids**

- a. Three-strand line;
- b. Marlin spike/fid;
- c. Whipping twine;
- d. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex J; and
- e. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex K.

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

11. **Remarks.** Whipping twine is to be used to whip the ends of each strand of the line prior to splicing the line. Ends of the strands may also be taped or melted if whipping twine is not available.

**EO C221.02 – MAKE AN EYE SPLICE**

1. **Performance.** Make an Eye Splice.

2. **Conditions**

a. Given:

- (1) three-strand line;
- (2) marlin spike/fid;
- (3) whipping twine;
- (4) supervision; and
- (5) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with specified references, the cadet shall make an eye splice.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of, demonstrate, and have the cadets make an eye splice.	Demonstration and Performance	55 min	C1-047 (p. 3-90 to 3-93)

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Demonstration and Performance: 55 min
- c. Total: 60 min

6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making an eye splice while providing an opportunity for the cadets to practice this skill under supervision.

7. **References.** C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Three-strand line;
- c. Marlin spike/fid;
- d. Whipping twine;
- e. Cutting tool; and



f. Completed eye splice.

9. **Learning Aids**

a. Three-strand line;

b. Marlin spike/fid;

c. Whipping twine; and

d. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex L.

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

11. **Remarks.** Whipping twine is to be used to whip the ends of each strand of the line prior to splicing the line. Ends of the strands may also be taped or melted if whipping twine is not available.

**EO C221.03 – MAKE A LONG SPLICE**

1. **Performance.** Make a Long Splice.

2. **Conditions**

a. Given:

- (1) three-strand line;
- (2) marlin spike/fid;
- (3) supervision; and
- (4) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with specified references, the cadet shall make a long splice, so it is able to pass through a block.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of, demonstrate, and have the cadets make a long splice.	Demonstration and Performance	55 min	A1-004 (pp. 5-59 to 5-61)

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Demonstration and Performance: 55 min
- c. Total: 60 min

6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate how to make a long splice 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. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Three-strand line;
- c. Marlin spike/fid;

- d. Whipping twine;
- e. Cutting tool; and
- f. Completed long splice.

9. **Learning Aids**

- a. Three-strand line;
- b. Marlin spike/fid;
- c. Whipping twine; and
- d. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex M.

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

11. **Remarks.** Whipping twine is to be used to whip the ends of each strand of the line prior to splicing the line. Ends of the strands may also be taped or melted if whipping twine is not available.

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**SECTION 12**  
**PO 223 – SERVE IN A NAVAL ENVIRONMENT**

1. **Performance.** Serve in a Naval Environment.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will:
  - a. define naval terminology;
  - b. stand watch; and
  - c. pipe calls, to include:
    - (1) General Call;
    - (2) Still; and
    - (3) Carry On.
4. **Remarks.** Corps should follow a ship's routine to reinforce this PO.
5. **Complementary Material**
  - a. Complementary material associated with PO 223 is designed to provide opportunities for the cadet to recognize the traditions of the Canadian Navy through a number of activities:
    - (1) EO C223.01 (Define Naval Terminology); and
    - (2) EO C223.02 (Pipe the Side); and
  - b. Some complementary training offered in the Phase One Program may be selected as complementary training in Phase Two, specifically:
    - (1) EO C123.01 (Read the 24-hour Clock);
    - (2) EO C123.02 (Recite the Phonetic Alphabet); and
    - (3) EO C123.03 (Participate in a Semaphore Exercise).
  - c. When selecting complementary material from Phase One training, training staff shall review the applicable performance objective, lesson specification, and A-CR-CCP-602/PF-001.
  - d. Complementary training associated with PO 223 is limited to a total of three periods conducted during sessions or on a supported day. Corps are not required to use all three periods.

**EO M223.01 – DEFINE SHIP-RELATED TERMS**

1. **Performance.** Define Ship-Related Terms.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with B-GN-181-105/FP-E00, *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*, the cadet shall define ship-related terminology.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity to identify the following parts of a ship's hull: <ol style="list-style-type: none"> <li>a. after part;</li> <li>b. bow;</li> <li>c. fore part;</li> <li>d. midship part;</li> <li>e. stem;</li> <li>f. stern;</li> <li>g. draught;</li> <li>h. freeboard;</li> <li>i. beam;</li> <li>j. bilge;</li> <li>k. bilge keel;</li> <li>l. camber; and</li> <li>m. keel.</li> </ol>	In-class Activity	15 min	A1-004 (pp. 3-3 to 3-6 and pp. 3-21 to 3-28)
TP2	Conduct an activity to identify the following directions in a ship: <ol style="list-style-type: none"> <li>a. abaft;</li> <li>b. aft;</li> <li>c. centreline;</li> <li>d. forward;</li> <li>e. midships;</li> <li>f. abeam;</li> </ol>	In-class Activity	10 min	A1-004 (pp. 3-8 to 3-12 and pp. 3-21 to 3-28)

TP	Description	Method	Time	Ref
	g. ahead; h. aloft; i. astern; j. below; k. up top; l. athwartships; m. inboard;and n. outboard.			

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | In-class Activity:       | 25 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References.** A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Handouts located at A-CR-CCP-602/PF-001, Chapter 12, Annex A and B.

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

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

**EO M223.02 – IDENTIFY THE WATCH SYSTEM**

1. **Performance.** Identify the Watch System.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the watch system, to include:
  - a. the organization of the watch system;
  - b. the duty personnel positions; and
  - c. the responsibilities of duty personnel.
4. **Teaching Points**

<b>TP</b>	<b>Description</b>	<b>Method</b>	<b>Time</b>	<b>Ref</b>
TP1	Describe how watch systems are organized, to include: <ol style="list-style-type: none"> <li>a. port and starboard; and</li> <li>b. red, white and blue.</li> </ol>	Interactive Lecture	5 min	A1-024 (p. 7-4)
TP2	Describe the division of time for the watch system, to include: <ol style="list-style-type: none"> <li>a. timings, to include:               <ol style="list-style-type: none"> <li>(1) middle watch (0000 hrs to 0400 hrs);</li> <li>(2) morning watch (0400 hrs to 0800 hrs);</li> <li>(3) forenoon watch (0800 hrs to 1200 hrs);</li> <li>(4) afternoon watch (1200 hrs to 1600 hrs);</li> <li>(5) first dog watch (1600 hrs to 1800 hrs);</li> <li>(6) last dog watch (1800 hrs to 2000 hrs); and</li> <li>(7) first watch (2000 hrs to 0000 hrs); and</li> </ol> </li> <li>b. bells.</li> </ol>	Interactive Lecture	10 min	A1-024 (p. 7-2)
TP3	Describe the responsibilities of duty personnel, to include: <ol style="list-style-type: none"> <li>a. officer of the watch;</li> </ol>	Interactive Lecture	10 min	A1-024 (pp. 7-5 to 7-8)



TP	Description	Method	Time	Ref
	b. second officer of the watch; c. petty officer of the watch; d. quartermaster; e. helmsman; f. lookout; and g. lifebuoy sentry.			

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to present basic material and orient the cadets to the watch system, timings, and duty personnel responsibilities.
7. **References.** A1-024 Venture Naval Officer Training Centre. (2005). *Naval Environmental Training Programme - Officers Handbook*. Esquimalt, BC: Venture Naval Officer Training Centre.
8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO M223.03 – EXECUTE NOTES USING THE BOATSWAIN’S CALL**

1. **Performance.** Execute Notes Using the Boatswain’s Call.
2. **Conditions**
  - a. Given:
    - (1) Boatswain’s call;
    - (2) Cleaning supplies;
    - (3) Supervision; and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall execute high and low notes using the boatswain’s call.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the parts of a boatswain’s call, to include: <ol style="list-style-type: none"> <li>a. gun;</li> <li>b. shackle;</li> <li>c. keel;</li> <li>d. buoy; and</li> <li>e. hole.</li> </ol>	Interactive Lecture	10 min	C1-003
TP2	Demonstrate and have the cadets practice holding the boatswain’s call.	Demonstration and Performance	10 min	C1-043 C1-003
TP3	Demonstrate and have cadets practice executing notes on the boatswain’s call, to include: <ol style="list-style-type: none"> <li>a. low notes; and</li> <li>b. high notes.</li> </ol>	Demonstration and Performance	30 min	C1-043

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 10 min
  - c. Demonstration and Performance: 40 min
  - d. Total: 60 min

**6. Substantiation**

- a. An interactive lecture was chosen for TP1 to orient the cadets to the boatswain's call.
- b. Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate holding the boatswain's call as well executing high and low notes while providing an opportunity for the cadets to practice these skills under supervision.

**7. References**

- a. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.
- b. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

**8. Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

**9. Learning Aids**

- a. Boatswain's call; and
- b. Handouts located at A-CR-CCP-602/PF-001, Chapter 12, Annex C and D.

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

**EO M223.04 – PIPE THE GENERAL CALL**

1. **Performance.** Pipe the General Call.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall pipe the General Call.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the purpose of the General Call.	Interactive Lecture	5 min	C1-003 C1-043
TP2	Demonstrate, explain, and have the cadets practice piping the General Call, to include: <ol style="list-style-type: none"> <li>a. note sequence, and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 to introduce the General Call and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the General Call while providing an opportunity for the cadets to practice the call under supervision.

7. **References**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex E.

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

11. **Remarks.** Instructors can find audio samples of the General Call at reference A1-022 that may be played for the cadets during this lesson.

**EO M223.05 – PIPE THE STILL**

1. **Performance.** Pipe the Still.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall pipe the Still.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the purpose of the Still.	Interactive Lecture	5 min	C1-043 C1-003
TP2	Demonstrate, explain, and have the cadets practice piping the Still, to include: <ol style="list-style-type: none"> <li>a. the note; and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 to introduce the Still and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Still while providing an opportunity for the cadets to practice the call under supervision.

7. **References**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex F.

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

11. **Remarks**

- a. Instructors can find audio samples of the Still 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 M223.06 – PIPE THE CARRY ON**

1. **Performance.** Pipe the Carry On.

2. **Conditions**

a. Given:

- (1) Boatswain's call;
- (2) cleaning supplies;
- (3) supervision; and
- (4) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.

3. **Standard.** In accordance with specified references, the cadet shall pipe the Carry On.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the purpose of the Carry On.	Interactive Lecture	5 min	C1-003 C1-043
TP2	Demonstrate, explain, and have the cadets practice piping the Carry On, to include: <ul style="list-style-type: none"> <li>a. note sequence; and</li> <li>b. timings.</li> </ul>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 to introduce the Carry On and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Carry On while providing an opportunity for the cadets to practice the call under supervision

7. **References**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).



- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex G.

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

11. **Remarks.** Instructors can find audio samples of the Carry On at reference A1-022 that may be played for the cadets during this lesson.

**EO M223.07 – IDENTIFY THE PROCEDURE FOR BERTHING A SHIP**

1. **Performance.** Identify the Procedure for Berthing a Ship.
2. **Conditions**
  - a. Given:
    - (1) line;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the procedure for berthing a ship, to include:
  - a. berthing lines; and
  - b. line handling.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify berthing lines, to include: <ol style="list-style-type: none"> <li>a. the types of lines, and</li> <li>b. the locations of lines.</li> </ol>	Interactive Lecture	10 min	A1-004 (pp. 6-10 and 6-11)
TP2	Demonstrate, explain, and have the cadets practice line handling, to include: <ol style="list-style-type: none"> <li>a. heaving lines and hawsers;</li> <li>b. faking down a line; and</li> <li>c. securing a line to a twin bollard.</li> </ol>	Demonstration and Performance	10 min	A1-004 (p. 6-11) C1-047 (p. 3-31 and 3-5)
TP3	Describe the procedure for berthing a ship, to include: <ol style="list-style-type: none"> <li>a. approaching the jetty; and</li> <li>b. the securing order of berthing lines.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 6-3) C1-047 (p. 2-21)
TP4	Describe the procedure for slipping a ship, to include: <ol style="list-style-type: none"> <li>a. the slipping order of berthing lines; and</li> <li>b. departing the jetty.</li> </ol>	Interactive Lecture	5 min	A1-004 (pp. 6-3 and 6-4)
TP5	Supervise while the cadets participate in a simulated berthing and slipping activity.	Practical Activity	20 min	

**5. Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	20 min
c.	Demonstration	10 min
d.	Practical Activity:	20 min
e.	Total:	60 min

**6. Substantiation**

- a. An interactive lecture was chosen for TP1, TP2 and TP4 to introduce the cadets to berthing lines and to give an overview of the procedure for berthing and slipping a ship.
- b. Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate line handling while providing an opportunity for the cadets to practice this skill under supervision.
- c. A practical activity was chosen for TP5 as it is an interactive way to allow cadets to experience the procedure for berthing a ship in a safe and controlled environment. This activity contributes to the development of berthing skills and knowledge in a fun and challenging setting.

**7. References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

**8. Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Twin bollards (five);
- c. Heaving line (5 pieces measuring 20 ft each); and
- d. Line.

**9. Learning Aids**

- a. Twin bollards;
- b. Heaving line; and
- c. Line.

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

- a. Instructions on how to make a mock bollard are outlined in A-CR-CCP-602/PF-001, Chapter 12, Annex H.
- b. If corps have access to hawser lines, they are recommended for use in the practical activities in TP3 and TP5. Allowing cadets to handle actual hawser lines will provide a better understanding of line handling when berthing and slipping a ship.

**EO C223.01 – DEFINE NAVAL TERMINOLOGY**

1. **Performance.** Define Naval Terminology.
2. **Conditions**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall define naval terminology, to include:
  - a. positions/appointments;
  - b. terms; and
  - c. orders.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define naval positions/appointments, to include: <ol style="list-style-type: none"> <li>a. boatswain;</li> <li>b. buffer;</li> <li>c. helmsmen;</li> <li>d. jimmy;</li> <li>e. killick;</li> <li>f. sin boatswain;</li> <li>g. tiffy; and</li> <li>h. yeoman.</li> </ol>	Interactive Lecture	5 min	C1-049
TP2	Define naval terminology, to include: <ol style="list-style-type: none"> <li>a. binnacle;</li> <li>b. bravo zulu;</li> <li>c. dhobey;</li> <li>d. foul;</li> <li>e. irish pennants;</li> <li>f. make and mend;</li> <li>g. pusser;</li> <li>h. silent hours; and</li> <li>i. tiddley.</li> </ol>	Interactive Lecture	5 min	C1-049 C1-053 (p. 95)

TP	Description	Method	Time	Ref
TP3	Define naval orders, to include: a. ahoy; b. avast; c. batten down; d. cast off; e. check away; f. haul taut; and g. walk back.	Interactive Lecture	5 min	C1-049
TP4	Conduct an activity allowing the cadets to define naval positions/appointments, terminology, and orders.	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 TP1 to TP3 to introduce and provide an overview of naval positions/appointments, terminology and orders.
- b. An in-class activity was chosen for TP4, as it is an interactive way to provoke thought and stimulate interest among the cadets, while confirming the cadets' comprehension of naval terminology.

7. **References**

- a. C1-043 Ready Aye Ready. *JackSpeak*. Retrieved 16 February 2007, from <http://www.readyayeready.com/jackspeak/index.htm>.
- b. C1-053 (ISBN 0-88879-027-9) Russell, E.C. (1980). *Customs and Traditions of the Canadian Armed Forces*. Ottawa, ON: Deneau and Greenberg.

8. **Training Aids.** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex I.

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

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

**EO C223.02 – PIPE THE SIDE**

1. **Performance.** Pipe the Side.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall pipe the Side.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the purpose of the Side.	Interactive Lecture	5 min	C1-043 C1-046 (p. 454)
TP2	Demonstrate, explain, and have the cadets practice piping the Side, to include: <ol style="list-style-type: none"> <li>a. note sequence; and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP1 to introduce the Side and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate the Side while providing an opportunity for the cadets to practice piping the call under supervision.

7. **References**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.
- c. 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. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex J.

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

11. **Remarks**

- a. Instructors can find audio samples of the Side 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 in between uses.

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**SECTION 13****PO 224 – SAIL A SAILBOAT IN ACCORDANCE WITH THE  
CANADIAN YACHTING ASSOCIATION (CYA) WHITE SAIL LEVEL I**

1. **Performance.** Sail a Sailboat in accordance with the Canadian Yachting Association (CYA) White Sail Level I.
2. **Conditions**
  - a. Given:
    - (1) *CYA White Sail Level I Checklist*;
    - (2) fully equipped sailboat;
    - (3) helmet;
    - (4) wet weather gear;
    - (5) Personal Floatation Device (PFD);
    - (6) sunscreen;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind strengths of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with the *CYA White Sail I Practical Skills Checklist*, the cadet will sail a sailboat.
4. **Remarks.** N/A.
5. **Complementary Material.** No new complementary training will be added in the Phase Two program.

**EO M224.01 – PREPARE FOR A SAIL WEEKEND**

1. **Performance.** Prepare for a Sail Weekend.
2. **Conditions**
  - a. Given:
    - (1) *CYA White Sail I Practical Skills Checklist*;
    - (2) Supervision; and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall prepare for a sail weekend’s structure, to include:
  - a. the skills required to obtain CYA White Sail Level I;
  - b. a sail weekend schedule; and
  - c. the sail centre standard operating procedures (SOPs).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the skills found in the <i>CYA White Sail I Practical Skills Checklist</i> , to include: <ol style="list-style-type: none"> <li>a. the skills found in the checklist, to include:               <ol style="list-style-type: none"> <li>(1) rigging, to include:                   <ol style="list-style-type: none"> <li>(a) tying knots;</li> <li>(b) handling lines; and</li> <li>(c) rigging a sailboat;</li> </ol> </li> <li>(2) safety, to include:                   <ol style="list-style-type: none"> <li>(a) a PFD;</li> <li>(b) clothing; and</li> <li>(c) Transport Canada equipment requirement;</li> </ol> </li> <li>(3) de-rigging, to include:                   <ol style="list-style-type: none"> <li>(a) de-rigging a sailboat;</li> <li>(b) folding sails; and</li> <li>(c) securing; and</li> </ol> </li> </ol> </li> </ol>	Interactive Lecture	15 min	C1-007 (pp. 105 to 107) C1-008

TP	Description	Method	Time	Ref
	(4) afloat skills, to include: (a) self-recovery; (b) wind indicators; (c) sailboat handling; and (d) sailboat balance; and b. achieving White Sail Level I.			
TP2	Review the sail centre SOPs, highlighting: a. the location; b. the basic rules; and c. the weekend expectations (weather, capsizing, food, etc.).	Interactive Lecture	5 min	Local sail centre SOPs
TP3	Give an overview of the sail weekend schedule, to include: a. the timings (pick up and drop-off); and b. the daily routine.	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 the skills required to obtain CYA White Sail Level I, to discuss the expectations of a sail weekend, and to give direction on procedures that will be followed during training.

#### 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail I Practical Skills Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).

#### 8. Training Aids

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. *CYA White Sail I Practical Skills Checklist*; and
- c. Local sail centre SOPs.

9. **Learning Aids.** Handout or *CYA White Sail I Practical Skills Checklist*, located at reference C1-008.

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

11. **Remarks.** Corps should contact the local sail centre to obtain a copy of the centre's SOPs.

**EO M224.02 – PREPARE FOR SAIL TRAINING**

1. **Performance.** Prepare for Sail Training.
2. **Conditions**
  - a. Given:
    - (1) fully equipped sailboat;
    - (2) helmets;
    - (3) PFD;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre.
3. **Standard.** In accordance with the *CYA White Sail I Practical Skills Checklist*, the cadet shall:
  - a. select appropriate personal clothing based on the weather forecast for the sail training day (i.e. rainy, hot, or cold day);
  - b. select personal safety equipment, to include:
    - (1) a PFD;
    - (2) a helmet; and
    - (3) footwear;
  - c. identify the safety equipment required in accordance with Transport Canada small vessel regulations;
  - d. identify wind indicators; and
  - e. recognize sailboat capsize procedure.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to protect oneself from sunburns and hypothermia, to include: <ol style="list-style-type: none"> <li>a. wearing sunscreen;</li> <li>b. wearing a hat;</li> <li>c. identifying the signs of hypothermia; and</li> <li>d. treatment of hypothermia.</li> </ol>	Interactive Lecture	5 min	C1-007 (pp. 24 and 25) C0-027
TP2	Explain the general clothing to be worn during sailing activities, to include: <ol style="list-style-type: none"> <li>a. a PFD (selecting and wearing);</li> <li>b. footwear; and</li> </ol>	Interactive Lecture	5 min	C1-007 (pp. 24 and 25)

TP	Description	Method	Time	Ref
	c. a helmet.			A1-010 (chapter 1 Para 17) C0-027
TP3	<p>Conduct an activity where cadets will identify the clothing to be worn for sailing based on the weather forecast, to include:</p> <p>a. a rainy day:</p> <ul style="list-style-type: none"> <li>(1) a PFD;</li> <li>(2) boots;</li> <li>(3) raincoat/rain pants;</li> <li>(4) a hat;</li> <li>(5) sunglasses; and</li> <li>(6) sunscreen;</li> </ul> <p>b. a hot and sunny day:</p> <ul style="list-style-type: none"> <li>(1) a PFD;</li> <li>(2) shoes;</li> <li>(3) light clothing;</li> <li>(4) a hat;</li> <li>(5) sunscreen; and</li> <li>(6) wetsuit/drysuit; and</li> </ul> <p>c. a cold day:</p> <ul style="list-style-type: none"> <li>(1) a PFD;</li> <li>(2) layered clothing;</li> <li>(3) warm boots;</li> <li>(4) a warm hat;</li> <li>(5) sunscreen; and</li> <li>(6) wetsuit/drysuit.</li> </ul>	In-class Activity	10 min	C1-007 (pp. 24 and 25)
TP4	<p>Identify the safety equipment required in accordance with Transport Canada small vessel regulations, to include:</p> <p>a. a PFD for each person onboard;</p> <p>b. a buoyant heaving line;</p> <p>c. a manual propelling device or an anchor;</p> <p>d. a bailer/a manual water pump;</p> <p>e. a watertight flashlight/flares; and</p> <p>f. a sound signalling device.</p>	Interactive Lecture	5 min	C0-116 (p. 34)
TP5	Identify common wind direction indicators, to include:	Interactive Lecture	5 min	C1-007 (pp. 28 and 29)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>a. smoke;</li> <li>b. small trees;</li> <li>c. tall grass;</li> <li>d. wind socks;</li> <li>e. flags;</li> <li>f. small ripples;</li> <li>g. moored boat;</li> <li>h. low altitude clouds;</li> <li>i. weather vanes; and</li> <li>j. ineffective methods of determining wind direction, to include:               <ul style="list-style-type: none"> <li>(1) wet finger in the air;</li> <li>(2) large waves;</li> <li>(3) masthead fly; and</li> <li>(4) tell tales.</li> </ul> </li> </ul>			
TP6	Conduct an activity where the cadets will identify common wind direction indicators found at the sail centre.	In-class Activity	5 min	
TP7	<p>Explain the following in relation to capsizing:</p> <ul style="list-style-type: none"> <li>a. There is a difference between capsizing and turtling:               <ul style="list-style-type: none"> <li>(1) capsizing-the sailboat is on its side and the sails are horizontal to the water; and</li> <li>(2) turtling-the sailboat is upside down in the water.</li> </ul> </li> <li>b. It is a normal component of sailing.</li> <li>c. Qualified personnel are close by in safety boats to respond to all capsizes.</li> </ul>	Interactive Lecture	5 min	C1-007 (pp. 90 to 93)
TP8	<p>Explain and demonstrate how to right a capsized sailboat, to include:</p> <ul style="list-style-type: none"> <li>a. The steps to righting a capsized sailboat, to include:               <ul style="list-style-type: none"> <li>(1) check yourself;</li> <li>(2) check your crew;</li> <li>(3) release any cleated sheets;</li> <li>(4) the crew manoeuvres to the bow;</li> <li>(5) the skipper manoeuvres to the centreboard;</li> </ul> </li> </ul>	Demonstration	15 min	C1-007 (pp. 90 to 93)

TP	Description	Method	Time	Ref
	<p>(6) the crew swims the bow into head to wind (irons);</p> <p>(7) the skipper:</p> <p>(a) puts weight on the centreboard;</p> <p>(b) holds gunwales and leans back until the sailboat is in the upright position; and</p> <p>(c) manoeuvres to the stern and climbs into the sailboat;</p> <p>(8) the crew manoeuvres to the stern after the sailboat is righted, and climbs in; and</p> <p>(9) bail the water and continue sailing; and</p> <p>b. Discuss safety, to include:</p> <p>(1) remaining with the sailboat;</p> <p>(2) not panicking;</p> <p>(3) using the “hand over hand” technique while manoeuvring around the sailboat;</p> <p>(4) using a PFD to keep afloat; and</p> <p>(5) communicating.</p>			

#### 5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	25 min
c.	In-class Activity:	15 min
d.	Demonstration:	15 min
e.	Total:	60 min

#### 6. Substantiation

- a. An interactive lecture was chosen for TP1, TP2, TP4, TP5, and TP7 to present basic material and to orient the cadets to aspects of sail training required prior to participating in practical training.
- b. An in-class activity was chosen for TP3 and TP6 as it is an interactive way to confirm the cadets' comprehension of wind indicators.
- c. Demonstration was chosen for TP8 as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire.

#### 7. References

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.

- b. C0-027 Canadian Red Cross. (1999-2006). *PFD Checklist*. Retrieved 2 October 2006, from <http://www.redcross.ca/article.asp?id=001039&tid=024>.
- c. C0-027 Canadian Red Cross. (1999-2006). *Lifejacket Comparison Chart*. Retrieved 8 November 2006, from <http://croixrouge.ca/article.asp?id=002542&tid=014>.
- d. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- e. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level I Practical Skills Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).
- f. C1-009 Canadian Dermatology Association. (ND). *Facts About Sun Exposure: Prevention*. Retrieved 4 April 2006, from [http://www.dermatology.ca/sun/facts\\_e.html](http://www.dermatology.ca/sun/facts_e.html).
- g. C1-098 Office of Boating Safety. (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada, as represented by Transport Canada.

#### 8. Training Aids

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers;
- c. PFD;
- d. Helmet;
- e. Cue cards;
- f. Bag for clothing cards;
- g. Various articles of clothing;
- h. Fully equipped sailboat;
- i. Tape;
- j. *CYA White Sail I Practical Skills Checklist*; and
- k. MOT items (paddle, PFD, watertight flashlight, sound signalling device, and bailer).

#### 9. Learning Aids

- a. Various types of clothing located at A-CR-CCP-602/PF-001, Chapter 13, Annex A and B;
- b. Cue cards;
- c. PFD;
- d. Helmet;
- e. Bag for clothing cards;
- f. Paper;
- g. Pens/pencils;
- h. Fully equipped sailboat; and



- i. MOT items (paddle, PFD, watertight flashlight, sound signalling device, and bailer).
10. **Test Details.** Cadets will be assessed in accordance with the *CYA White Sail I Practical Skills Checklist* during the mandatory sail weekend.
  11. **Remarks.** Instructors shall ensure cadets are properly dressed, according to the weather, prior to participating in this EO.

**EO M224.03 – RIG A SAILBOAT**

1. **Performance.** Rig a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) fully equipped sailboat;
    - (2) helmet;
    - (3) wet weather gear;
    - (4) PFD;
    - (5) sunscreen;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind speeds of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with specified references, the cadet shall rig a sailboat.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity where cadets will identify the location and functions of the basic parts of a sailboat, to include: <ol style="list-style-type: none"> <li>a. hull;</li> <li>b. bow;</li> <li>c. stern;</li> <li>d. centreboard;</li> <li>e. thwart;</li> <li>f. boom;</li> <li>g. mast;</li> <li>h. cleats;</li> <li>i. fairlead;</li> <li>j. mainsail;</li> <li>k. jib sail;</li> <li>l. mainsheet;</li> <li>m. jib sheets;</li> <li>n. gooseneck;</li> <li>o. boom vang;</li> <li>p. rudder;</li> </ol>	In-class Activity	20 min	C1-007 (pp. 108 and 109) C1-008

TP	Description	Method	Time	Ref
	q. tiller; and r. halyards.			
TP2	Demonstrate and have the cadets practice rigging a sailboat, to include: a. tying knots, to include (1) reef knot; (2) figure eight knot; (3) round turn and two half hitches; and (4) bowline; b. coiling and securing lines; and c. rigging a sailboat, to include: (1) required equipment; (2) attaching sails; (3) attaching rigging; (4) hoisting sails; and (5) attaching the rudder and tiller.	Demonstration and Performance	30 min	C1-007 (pp. 105 to 107) C1-008

#### 5. Time

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

#### 6. Substantiation

- a. An in-class activity was chosen for TP1 as it is an interactive way to provoke thought, to stimulate interest among cadets and to present the basic parts of the sailboat and their functions.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate rigging a sailboat while providing an opportunity for the cadets to practice rigging a sailboat under supervision.

#### 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail / Practical Skills Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).

#### 8. Training Aids

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Two sets of the sailboat part labels located at A-CR-CCP-602/PF-001, Chapter 13, Annex C;

- c. Fully equipped sailboat;
- d. PFD;
- e. *CYA White Sail I Practical Skills Checklist*; and
- f. Helmet.

9. **Learning Aids**

- a. Handout located at A-CR-CCP-602/PF-001, Chapter 13, Annex C;
- b. Fully equipped sailboat;
- c. Balloons;
- d. Garbage bags;
- e. Tape;
- f. PFD; and
- g. Helmet.

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

11. **Remarks.** Cadets will have several opportunities to practice rigging skills throughout the weekend.

**EO M224.04 – SAIL A SAILBOAT**

1. **Performance.** Sail a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) fully equipped sailboat;
    - (2) helmet;
    - (3) wet weather gear;
    - (4) PFD;
    - (5) sunscreen;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind strengths of 4-9 knots (8-15 km/hr).
3. **Standard.** In accordance with the *CYA White Sail I Practical Skills Checklist*, the cadet shall sail a sailboat.
4. **Teaching Points.** The cadet shall sail a sailboat, being evaluated on the following skills:
  - a. boat handling, to include:
    - (1) performing simple sheet adjustments; and
    - (2) performing simple rudder adjustments to maintain a straight course;
  - b. boat balancing, to include:
    - (1) maintaining a balanced sailboat; and
    - (2) getting in/out of a sailboat at a dock;
  - c. EO M224.03 (Rig a Sailboat);
  - d. EO M224.05 (De-Rig a Sailboat); and
  - e. righting a capsized sailboat located in EO M224.02 (Prepare for Sail Training).
5. **Time**

a. Introduction/Conclusion:	20 min
b. Practical Activity:	Weekend
c. Total:	Weekend
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to sailing and it allows the cadets to experience sailing in a safe and controlled environment. This activity contributes to the development of boat handling and boat balance skills in a fun and challenging setting.

**7. References**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
- b. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- c. C1-008 Canadian Yachting Association. (2003). *Canadian Yachting Association White Sail I Practical Skills Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).
- d. C1-096 Canadian Yachting Association. (ND). *Level 1 Technical Coach Manual*. Gloucester, ON: Canadian Yachting Association.

**8. Training Aids**

- a. Fully equipped sailboat;
- b. PFD;
- c. Helmet;
- d. Safety boat;
- e. Pre-set courses;
- f. *CYA White Sail I Practical Skills Checklist*; and
- g. Sound signalling device.

**9. Learning Aids**

- a. Fully equipped sailboat;
- b. PFD; and
- c. Helmet.

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

**11. Remarks**

- a. Specific skills required to attain CYA White Sail Level I are indicated on the *CYA White Sail I Practical Skills Checklist*.
- b. If cadets have difficulty attaining a skill, the instructor should focus more time in that area.

**EO M224.05 – DE-RIG A SAILBOAT**

1. **Performance.** De-Rig a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) fully equipped sailboat;
    - (2) helmet;
    - (3) wet weather gear;
    - (4) PFD;
    - (5) sunscreen;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind speeds of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with the *CYA White Sail I Practical Skills Checklist*, the cadet shall de-rig a sailboat, to include:
  - a. securing a sailboat;
  - b. folding sails; and
  - c. storing equipment.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets participate in de-rigging a sailboat, to include: <ol style="list-style-type: none"> <li>a. securing it to a jetty/dock;</li> <li>b. lowering the mainsail and jib sail;</li> </ol>	Demonstration and Performance	35min	C1-007 (pp. 105 to 107) C1-008

TP	Description	Method	Time	Ref
	<p>c. detaching the sail, to include:</p> <p>(1) untying the halyards from the mainsail and jib sail;</p> <p>(2) removing the boom from the gooseneck;</p> <p>(3) removing the mainsail from the boom;</p> <p>(4) removing the jib sail from the bowplate;</p> <p>(5) untying the sheets;</p> <p>(6) moving the rudder and tiller;</p> <p>(7) removing equipment; and</p> <p>(8) securing the boom and lines; and</p> <p>d. raising of the centreboard/removal of the daggerboard.</p>			
TP2	<p>Demonstrate and have cadets participate in storing equipment, to include:</p> <p>a. removing all equipment from the hull;</p> <p>b. removing sails from the sailboat;</p> <p>c. storing sails, to include:</p> <p>(1) rolling the sails or folding the sails using the accordion method; and</p> <p>(2) storing sails in a sail bag; and</p> <p>d. returning equipment to storage area.</p>	Demonstration and Performance	20 min	C1-007 (pp. 105 to 107) C1-008

## 5. Time

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 5 min  |
| b. Demonstration and Performance: | 55 min |
| c. Total:                         | 60 min |

6. **Substantiation.** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate de-rigging a sailboat while providing an opportunity for the cadets to practice de-rigging a sailboat under supervision.

## 7. References

- C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level I Practical Skills Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).

## 8. Training Aids

- Fully equipped sailboat;



- b. PFD;
- c. *CYA White Sail I Practical Skills Checklist*; and
- d. Helmet.

9. **Learning Aids**

- a. Fully equipped sailboat;
- b. PFD; and
- c. Helmet.

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

11. **Remarks.** Cadets should be given several opportunities to practice de-rigging a sailboat throughout the weekend.

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**SECTION 14****PO 225 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND**

1. **Performance.** Participate in a Nautical Training Weekend.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Appropriate to activity IAW EO C225.02A or EO C225.02B.
3. **Standard.** Cadets shall participate in a nautical training weekend to:
  - a. reinforce mandatory and/or complementary phase training;
  - b. allow cadets participating in naval aspects of the CF or maritime community/industry; and
  - c. provide a hands-on opportunity that introduces new skills/knowledge.
4. **Remarks**
  - a. This PO can be achieved through completion of one of the following:
    - (1) EO C225.02A (Perform Small Craft/Vessel Duties While Underway). This option is seen to best meet the intention of this PO and should be given priority; or
    - (2) EO C225.02B (Participate in a Nautical Activity). This option may be used to achieve the PO should an activity that meets the criteria of EO C225.02A not be available.
  - b. The activity to be conducted during this weekend shall be identified by the corps CO in collaboration with detachment/RCSU staff.
5. **Complementary Material.** PO 225 is a complementary package designed to provide additional opportunities for cadets to employ and enhance their nautical skills/knowledge.

**EO C225.01 – PREPARE FOR A NAUTICAL TRAINING WEEKEND**

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

4. **Teaching Points**

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

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Interactive Lecture: 25 min
- c. Total: 30 min

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the nautical training weekend and give an overview of the expectations and training that is to be completed.

**7. References**

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

**8. Training Aids**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Site SOPs.

**9. Learning Aids. N/A.****10. Test Details. N/A.****11. Remarks**

- a. The content of this EO will vary depending on the activity chosen from EO C225.01A (Perform Small Craft/Vessel Duties While Underway) or EO C225.01B (Participate in a Nautical Activity).
- b. Instructors shall contact the training site prior to this lesson to obtain a copy of the SOPs.

## EO C225.02A – PERFORM SMALL CRAFT/VESSEL DUTIES WHILE UNDERWAY

1. **Performance.** Perform Small Craft/Vessel Duties While Underway.
2. **Conditions**
  - a. Given:
    - (1) fully equipped small craft/vessel;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Onboard a small craft/vessel while under way.
3. **Standard.** Cadets shall perform duties related to the operation of a small craft/vessel.
4. **Teaching Points**
  - a. The TPs will be dependent on, and specific to the small craft/vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
  - b. Examples of TPs may include, but are not limited to:
    - (1) helming duties;
    - (2) crewing duties (bridge, lookout, etc.);
    - (3) emergency response (POB, fire, flood, etc.);
    - (4) berthing/slipping;
    - (5) anchor handling;
    - (6) line handling;
    - (7) ropework (knots, hitches, bends, splicing, etc.); and
    - (8) vessel familiarization training.
5. **Time**
  - a. Introduction/Conclusion: 20 min
  - b. Practical Activity: (4-6 hrs/day)
  - c. Total: Weekend
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to small craft/vessel duties, and it allows the cadets to experience these duties in a safe and controlled environment. This nautical activity contributes to the development of small craft/vessel skills and knowledge in a fun and challenging setting.
7. **References**
  - a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.

- b. A1-023 A-CR-CCP-601/PG-001 D Cdts 4. (2006). *Phase One QSP*. Ottawa, ON: Department of National Defence.
- 8. **Training Aids.** Training aids required will depend on the activity conducted under this EO.
- 9. **Learning Aids.** Learning aids required will depend on the activity conducted under this EO.
- 10. **Test Details.** N/A.
- 11. **Remarks**
  - a. Acceptable activities for this EO include, but are not limited to:
    - (1) PO 122 (Participate in a Small Craft Operations Weekend);
    - (2) Small Craft Operations Program training (excluding Modules 1 and 2);
    - (3) Canadian Coast Guard/CF/Commercial vessel day sail;
    - (4) charter vessel day sail;
    - (5) keelboat sailing at a yacht/sailing club;
    - (6) canoeing/kayaking;
    - (7) wind surfing; and
    - (8) ice boat sailing.
  - b. Activities that would not meet the criteria for this EO include, but are not limited to:
    - (1) surfing;
    - (2) water skiing;
    - (3) snorkelling;
    - (4) radio-controlled sailboats; and
    - (5) ship/vessel tours.
  - c. Instructors must verify the training aids and learning aids required prior to conducting the activity.

**EO C225.02B – PARTICIPATE IN A NAUTICAL ACTIVITY**

1. **Performance.** Participate in a Nautical Activity.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: Nil.
  - c. Environmental: Suitable facilities or training area large enough to accommodate the entire group.
3. **Standard.** Cadets shall participate in a nautical activity to:
  - a. reinforce mandatory and/or complementary training;
  - b. allow cadets to participate in naval aspects of the CF or maritime community/industry; and
  - c. provide a hands-on opportunity that introduces new skills/knowledge.
4. **Teaching Points.** The TPs will be dependent on, and specific to the small craft/vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
5. **Time**
  - a. Introduction/Conclusion: 20 min
  - b. Practical Activity: (4-6 hrs/day)
  - c. Total: Weekend
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to a nautical activity, and it allows the cadets to experience this activity in a safe and controlled environment. This nautical activity contributes to the development of skills and knowledge in a fun and challenging setting.
7. **References.** A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
8. **Training Aids.** Training aids required will depend on the activity conducted under this EO.
9. **Learning Aids.** Learning aids required will depend on the activity conducted under this EO.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO shall only be conducted if training IAW EO C225.02A (Perform Small Craft/Vessel Duties While Under Way) is not possible.



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

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**SECTION 15**  
**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.** In accordance with 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:	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 0-11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- e. C1-005 (ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops*. New York: McGraw-Hill, Inc.
- f. C1-006 (ISBN 0-8403-5682-X) Rohnke, K. (1984). *A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets*. Iowa: Kendall/Hunt Publishing Company.

8. **Training Aids**

- a. Heaving line:
  - (1) heaving line;
  - (2) target x 2;
  - (3) whistle;
  - (4) scoring sheet; and
  - (5) pencil.
- b. Whipping and Splicing:
  - (1) whistle;
  - (2) scoring sheet; and
  - (3) pencil; and
- c. Trivia:
  - (1) Option One:
    - (a) 6-foot 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-foot 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-foot 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) 12 mm manila (17 m) (equal to the number of divisions);
- (8) small box (equal to the number of divisions);
- (9) target (equal to the number of divisions);
- (10) secret message cards (sets equal to the number of divisions); and
- (11) one staff member/senior cadet per station per team.

9. **Learning Aids**

a. Heaving line:

- (1) Heaving line.

b. Whipping and Splicing:

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

c. Boatswain Call:

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

d. Knots, bends and hitches:

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

e. Sheer Legs:

- (1) hard hat (1 per cadet);
- (2) 2 x wooden spars (4 4.5 m);
- (3) 12 mm manila line (9 m);
- (4) 5 x steel spikes with eyelets 5 cm from the top (1 m);

- (5) 1 roll of whipping twine;
  - (6) a suitable load (min 18 Kg);
  - (7) 1 steel spike with 2 eyelets (1.2 m); and
  - (8) One staff member/senior cadet.
  - (9) 2 x single blocks (12.5 cm);
  - (10) 16 mm manila line (68 m); and
  - (11) 12 mm manila line strop (12 mm).
  - (12) 1 double block (10 cm);
  - (13) 1 single block c/w becket (10 cm);
  - (14) 12 mm manila (17 m); and
  - (15) 2 x 12 mm manila strops (0.5 m).
  - (16) 4 x double blocks (10 cm);
  - (17) 4 x single blocks (12.5 cm); and
  - (18) 4 x 12 mm manila strops.
  - (19) 2 x double blocks (12.5 cm);
  - (20) 1 x single block c/w becket (12.5 cm);
  - (21) 12 mm manila (30 m); and
  - (22) 12 mm manila strop (0.5 m).
- f. Ship Model:
- (1) 1 sheet of black bristol board;
  - (2) 1 sheet of grey bristol board;
  - (3) 1 pair of scissors;
  - (4) 1 roll of Scotch tape;
  - (5) paper clips;
  - (6) ship pictures;
  - (7) 1 package of permanent markers; and
  - (8) 1 stick of paper glue.

- g. Team building activity:
  - (1) most like me activity sheet (one per cadet);
  - (2) pencil (one per cadet);
  - (3) two pieces of line (4 m); and
  - (4) blindfolds (one per cadet).
- h. Final Event:
  - (1) Boatswain pipe (equal to the number of divisions);
  - (2) one metre of line (equal to the number of divisions);
  - (3) task cards (sets equal to the number of divisions);
  - (4) heaving line (equal to the number of divisions);
  - (5) single blocks (equal to the number of divisions);
  - (6) double blocks (equal to the number of divisions);
  - (7) 12 mm manila (17 m) (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. C1-043 Newfoundland Photo Gallery. Page 1 – Thumbnail Images and Descriptions. Retrieved 12 May 2006, <http://www.geocities.com/Heartland/Pointe/5181/nfd/smallwood.jpg>.
- d. C1-044 CMGmbH Consulting Measurement Technology. Retrieved 12 May 2006, <http://www.cmt-gmbh.de/tanker%20ship.jpg>.
- e. C1-040 Port of Cork. Photo Gallery Retrieved 12 May 2006, [http://www.portofcork.ie/web\\_images/archive/Gerry\\_o\\_sullivan.gif](http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif).



### INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

Method	Developmental Period One Ages 12–14 Experience-Based	Developmental Period Two Ages 15–16 Developmental	Developmental Period Three Ages 17–18 Competency
Case Study	N/A	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game-playing	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	N/A	N/A	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	N/A	N/A	Applicable
Peer Learning	N/A	N/A	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role-play	N/A	Applicable	Applicable
Self-study	N/A	N/A	Applicable
Simulation	N/A	N/A	Applicable
Tutorial	N/A	N/A	Applicable

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

Method(s)	Applications	Advantages	Disadvantages
<p><b>DEMONSTRATION AND PERFORMANCE</b></p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p><b>Demonstration Method</b></p> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>To teach hands-on operations or procedures.</li> <li>To teach troubleshooting.</li> <li>To illustrate principles.</li> <li>To teach operation or functioning of equipment.</li> <li>To set standards of workmanship.</li> <li>To teach safety procedures.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>Minimizes damage and waste.</li> <li>Saves time.</li> <li>Can be presented to large groups.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>Requires careful preparation and rehearsal.</li> <li>Requires special classroom arrangements.</li> <li>Requires equipment and aids.</li> </ol>
<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 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>

Method(s)	Applications	Advantages	Disadvantages
<p><b>EXPERIENTIAL LEARNING</b></p> <p>Learning in the Cadet Program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p><b>Stage 1: Concrete Experience:</b> Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p><b>Stage 2: Reflective Observation:</b> Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals/logs, and graphs.</p> <p><b>Stage 3: Abstract Conceptualization:</b> Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p><b>Stage 4: Active Experimentation:</b> Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p><b>Note:</b> The cycle is ongoing as each learning experience builds on another.</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 a process or principle.</li> <li>To teach problem solving.</li> </ol>	<ol style="list-style-type: none"> <li>Knowledge is shared and created by collectively by all participants.</li> <li>Everyone is actively involved in the teaching – learning process.</li> <li>Appeals to many learning styles.</li> <li>Student centred.</li> </ol>	<ol style="list-style-type: none"> <li>Resource intensive.</li> <li>Requires significant 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> <li>The instructor must be a good facilitator to carry out an effective reflective session in stage 2 and 3 of this method.</li> </ol>
<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>To introduce/illustrate and confirm topics.</li> <li>To allow for familiarization activities.</li> </ol>	<ol style="list-style-type: none"> <li>Immerses cadets in a specific environment.</li> </ol>	<ol style="list-style-type: none"> <li>May require additional staff to ensure adequate supervision.</li> <li>Requires significant planning, preparation and organization prior to activity.</li> <li>May have cost implications.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>GAME-PLAYING</b>                      Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation.</p>	<ol style="list-style-type: none"> <li>1. To introduce a topic.</li> <li>2. To discover concepts and principles.</li> <li>3. To review and confirm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fun and interesting.</li> <li>2. Creates ownership.</li> <li>3. Highly participative.</li> </ol>	<ol style="list-style-type: none"> <li>1. May stratify the group by creating a winner and a loser.</li> <li>2. May be difficult in providing instructor feedback.</li> </ol>
<p><b>GROUP DISCUSSION</b>                      Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to meet a specified goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> <li>1. To develop imaginative solutions to problems.</li> <li>2. To stimulate thinking and interest and to secure cadet participation.</li> <li>3. To emphasize main teaching points.</li> <li>4. To supplement lectures and seminars.</li> <li>5. To determine how well cadets understand the concepts and principles.</li> <li>6. To prepare cadets for application of theory or procedure.</li> <li>7. To summarize, clarify points or review.</li> <li>8. To prepare cadets for instruction that will follow.</li> <li>9. To determine cadet progress and effectiveness of prior instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increases cadet interest.</li> <li>2. Increases cadet acceptance and commitment.</li> <li>3. Utilizes cadet knowledge and experience.</li> <li>4. Results in more permanent learning because of the high degree of cadet participation/cognitive involvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires highly skilled instructors.</li> <li>2. Time consuming.</li> <li>3. Restricts size of group.</li> <li>4. Requires selective group composition.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>IN-CLASS ACTIVITY</b> In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> <li>1. To reinforce instructional topics.</li> <li>2. To orient cadets to the subject.</li> <li>3. To give direction on procedures.</li> <li>4. To illustrate the application of rules, principles or concepts.</li> <li>5. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provokes thought and stimulates interest among cadets.</li> <li>2. Appeals to kinaesthetic learners</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> <li>2. Takes time to prepare.</li> </ol>
<p><b>INTERACTIVE LECTURE</b> The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Saves time.</li> <li>2. Permits flexibility of class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> </ol>
<p><b>LECTURE</b> This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Proficient oral skills are required.</li> <li>2. Useful for big groups.</li> <li>3. Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires preparation and a dynamic lecturer.</li> <li>2. Cadets may be passive and uninvolved.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>PRACTICAL ACTIVITY</b>                      Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> <li>1. To introduce a subject.</li> <li>2. To practice skills.</li> <li>3. To review and/or reinforce.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages participation.</li> <li>2. Stimulates an interest in the subject.</li> <li>3. Fun and interesting.</li> <li>4. Creates ownership.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires significant planning, preparation and organization.</li> <li>2. May require additional staff to ensure adequate supervision.</li> </ol>